DOCUMENT RESUME

ED 471 019 SP 041 230

AUTHOR	Snyder, Jon
TITLE	New Haven Unified School District: A Teaching Quality System for Excellence and Equity.
INSTITUTION	National Commission on Teaching & America's Future, New York, NY.
SPONS AGENCY	DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
ISBN	ISBN-0-9654535-4-5
PUB DATE	1999-00-00
NOTE	125p.
PUB TYPE	Reports - Research (143)
EDRS PRICE	EDRS Price MF01/PC06 Plus Postage.
DESCRIPTORS	Academic Standards; Beginning Teacher Induction; Computer Uses in Education; Diversity (Student); *Educational Quality; Elementary Secondary Education; Equal Education; *Excellence in Education; Extended School Day; Faculty Development; Knowledge Base for Teaching; State Standards; Student Evaluation; Teacher Competencies; Teacher Persistence; Teacher Recruitment; Teaching Skills; *Training; Urban Schools

ABSTRACT

This monograph describes and analyzes the New Haven Unified School District's teacher quality system, noting the role the personnel office plays in that system. While this urban California district remains a low-wealth district and serves a diverse student population, it has a reputation for excellent schools. One of the factors contributing to the district's success is the early recognition of the essential role of teachers and the support of quality teaching. Six chapters focus on: (1) "Introduction"; (2) "Standards for Teachers"; (3) "Recruitment and Retention"; (4) "Teacher Development: Induction for All Newly Hired Teachers"; (5) "Rewarding Knowledge and Skills"; and (6) "Organizing Schools for Student Learning" (via personalization, technology in the classroom, and extended day programs). Four appendixes present Beginning Teacher Support and Assessment (BTSA) support materials, 66 functions of the personnel administrator, professional growth opportunities for BTSA participants, and the CSU-Hayward-New Haven Single Subject Partnership Program. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 471 019

New Haven
Unified School District

A Teaching Quality System for Excellence and Equity

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

CH. Simon

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JON SNYDER

NATIONAL COMMISSION ON TEACHING & AMERICA'S FUTURE

BEST COPY AVAILABLE

Published by the National Commission on Teaching & America's Future
Linda Darling-Hammond, *Executive Director*

The work of the National Commission on Teaching & America's Future, initiated in 1994, has been supported by grants from the Rockefeller Foundation; Carnegie Corporation of New York; the BellSouth Foundation, the DeWitt Wallace–Reader's Digest Fund; the Ford Foundation; the Philip Morris Companies Inc.; and the U.S. Department of Education's Office of Educational Research and Improvement, through its National Institute on Educational Governance, Finance. Policymaking, and Management; the National Partnership for Excellence and Accountability in Teaching; and the Center for the Study of Teaching and Policy.

The Commission was created to identify the implications for teaching embodied in current school reforms; to examine what steps need to be taken to guarantee all children access to skilled, knowledgeable, and committed teachers; and to develop a comprehensive blueprint for high educational performance. The Commission's report, *What Matters Most: Teaching for America's Future*, was released in September 1996.

© 1999 National Commission on Teaching & America's Future
New York, New York
Printed in the United States of America
First Edition

All rights reserved.

ISBN 0-9654535-4-5

Reproduction or storage in any form of electronic retrieval system for any commercial purpose is prohibited without the express written permission of the Commission.

Additional copies of this publication may be ordered for $15.00 each. Bulk rates are $12.00 each for 20–50 copies, $9.00 each for 51–100 copies, and $7.00 each for over 100 copies. Orders can be prepaid by check or money order, payable to the National Commission on Teaching & America's Future, or can be charged to major credit cards. Purchase orders are accepted from schools, colleges, universities, school districts and government agencies. Contact:

National Commission on Teaching & America's Future
Kutztown Distribution Center
15076 Kutztown Road, P.O. Box 326
Kutztown, PA 19530-0326
Tel: (888) 492-1241
Fax: (610) 683-5616

Visit the Commission's Web site: http://www.tc.columbia.edu/~teachcomm

The production of this publication was supported by a generous grant from the DeWitt Wallace–Reader's Digest Fund.

New Haven
Unified School District
A Teaching Quality System for Excellence and Equity

JON SNYDER
University of California, Santa Barbara

NATIONAL COMMISSION ON
TEACHING & AMERICA'S FUTURE

Contents

Forewords v

Acknowledgments vii

CHAPTER 1

Introduction 1

CHAPTER 2

Standards for Teachers 9

CHAPTER 3

Recruitment and Retention 13

CHAPTER 4

Teacher Development: Induction for All Newly Hired Teachers 35

CHAPTER 5

Rewarding Knowledge and Skills 67

CHAPTER 6

Organizing Schools for Student Learning 71

REFERENCES 93

APPENDICES

Appendix A: BTSA Support Materials 97

Appendix B: Sixty-six Functions of the Personnel Administrator 109

Appendix C: Professional Growth Opportunities for BTSA Participants 111

Appendix D: CSU-Hayward–New Haven Single Subject Partnership Program 115

Forewords

The American Association of School Personnel Administrators (AASPA) recommended that the Commission do a case study of the New Haven (CA) Unified School District's policies and practices related to teaching quality. This suggestion came from AASPA's unique understanding of the pivotal role played by the personnel department as the portal for creating learner- and learning-centered environments. By examining the recruitment, teacher preparation, induction, professional development, and support systems established in New Haven, as well as the district's partnership with higher education, the reader will understand how even a low-wealth district need not sacrifice teaching quality—the most important factor in student achievement. New Haven's use of technology for both administrative and instructional purposes, especially its cutting edge electronic recruitment system, serves as a beacon for how schools can enter the electronic age effectively, expertly, and successfully. The challenges before us as a profession include finding ways to replicate these strategies and technologies in school districts despite recent cuts in funding, disparities in funding, and differences in funding philosophies across the nation. Overall, personnel administrators work effectively under challenging circumstances including downsizing, increased legislative mandates, and frequent litigation. Technological advancements have the potential to help personnel staff overcome hiring obstacles and to continue to improve personnel administrative operations. I remain optimistic that unity across the profession will enable us to meet our challenges resulting in both quality and quantity within the teaching force.

Esther Coleman, Executive Director
American Association of School Personnel Administrators

The New Haven Unified School District's Board of Education is a powerful example of a school board focused on student learning and engaging the community. School board leadership and commitment to quality led to high achievement for all students in a culturally diverse district. The school board recognized the importance of high-quality

teaching and the need to consistently allocate resources to support it over a sustained period of time. This created a learning culture in each school that guarantees each student a first-class education. New Haven's Board now illuminates the path for others seeking to assure competent, caring, and qualified teachers for each and every student. The Board has demonstrated that a clear, shared vision; continuity in purpose; innovative policies; partnerships; and wise personnel policies combine to produce high student achievement. The National School Boards Association recommends this case study as a valuable tool to all board members rethinking their recruitment and teacher education and development policies.

Anne L. Bryant, Executive Director
National School Boards Association

New Haven's Superintendent Guy Emanuele, Jr., and Associate Superintendent James O'Laughlin exemplify strong administrative leadership through their implementation of policies and practices that support "a teaching quality system for excellence and equity." The New Haven Unified School District is an exemplar for how putting students first, adhering to standards, insisting on all employees being their best, and supporting personnel in that endeavor can produce a world-class school system, regardless of the community's socio-economic status. There is a history of New Haven's administrators leading by example, making tough decisions, and finding ways to do what needs to be done, no matter the difficulties that have to be overcome. Emanuele and O'Laughlin have shown that higher expectations can lead to improved performance. Through this case study, school superintendents and administrators can take an in-depth look at strategies that were ahead of their time in implementing the Commission's recommendations for assuring teaching quality and high student performance. I think you will find good ideas here.

Paul D. Houston, Ed.D., Executive Director
American Association of School Administrators

Acknowledgments

I owe a great debt of gratitude to all the New Haven Unified School District personnel who gave freely of their time and expertise in the research process—from providing me with documentation of their work to responding to multiple drafts of this monograph. In between, they allowed me to shadow them through their days, gave freely of their time to be interviewed, and were quick to respond to my every request. Without their work with children and teachers, there would have been no reason to do this research. Without their support of the research, it would have been impossible to write this monograph. Particular thanks go to Jim O'Laughlin, Donna Uyemoto, Veronica Evans, Genoveva Alvarez, Lyn Nichols, Annette Iwamoto, Guy Emanuele, Roger Hoyer, Susan Speakman, and Louise Waters. Arthurlene Towner and Jim Zarillo from CSU–Hayward also provided me with considerable amounts of their time and expertise.

Marilyn Rauth, Margaret Garigan, and Linda Darling-Hammond from the National Commission on Teaching and America's Future read and responded to multiple drafts of the monograph—improving it with each iteration. Thank you is also due to Lynn Settlow who responded to every one of my panic-driven requests with a calm they did not deserve.

Thanks are also owed to Esther Coleman, Executive Director of the American Association of School Personnel Administrators, and Charles Marshall, Executive Director of the American Association for Employment in Education, who steered us in the direction of the New Haven Unified School District.

Last (as always seems to be the case), but not least, thank you to Cinda and J.B.

Jon Snyder
February 1999

1

Introduction

This monograph describes and analyzes the New Haven Unified School District's teacher quality system. When *What Matters Most: Teaching for America's Future* (NCTAF, 1996) came out, the calls from educators fell into two categories: "We are already doing what the commission recommends" and "We want to do what the commission recommends. Are there any places where we can see the recommendations in action?" The call from New Haven belonged to the second, "seeking assistance," category; however, when we spoke with the American Association of School Personnel Administrators (AASPA) about districts that were already "doing" key National Commission on Teaching and America's Future (NCTAF) recommendations, they proffered New Haven as an example of a district using technology to enhance teacher recruitment. At this point we studied district documents and surfed the district's Web page (www.nhusd.k12.ca.us), and decided to begin a study focusing on their use of technology in the personnel office. After the first site visit, however, it became clear that New Haven was doing much more than simply using technology well: The district had developed a teaching quality system that addressed nearly all the NCTAF recommendations within a district's realm of possibility—and they had achieved this in a low-wealth district with a diverse student population. Even more important, their students were attaining educational goals that were the envy of the surrounding areas. At this point, we quickly expanded the scope of the study beyond documenting an "electronic hiring hall" to a full analysis of the district's teaching quality system.

The goal of the monograph is not to tell anyone how they should construct a district-wide teacher quality system. Rather, the monograph shows how New Haven does it—with particular attention to the role the personnel office plays in that system. Districts, and personnel offices within districts, tend to be overlooked in the literature on

quality teaching. This is unfortunate as districts play an essential role in constructing and maintaining a teacher quality system—and personnel an essential role within the district.

New Haven Unified School District is located in the San Francisco Bay Area, midway between Oakland and San Jose. Created in 1965, the district serves more than 14,200 students who attend its 11 schools:

- six elementary schools (K–4);
- three middle schools (5–8); and
- two high schools—James Logan High School, a comprehensive school with over 4,200 students and El Rancho Verde High School, an alternative high school with approximately 250 students.

All ten conventional schools have been designated as California Distinguished Schools, and El Rancho Verde Alternative High School has achieved recognition as a California Model School. Schools at all three levels (K–4, 5–8, 9–12) have been designated as exemplary by the U.S. Department of Education. At the time that it received its second Presidential Award for Excellence, James Logan High School was one of only three schools nationwide to ever be so honored.

A small urban/suburban district, New Haven serves a diverse student population that reflects what demographers predict is in store for California's near future:

- Latino American—28.3%
- European American—23.8%
- African American—12.5%
- Asian American—16.4%
- Filipino—17.3%
- Pacific Islander—1.2%
- Native American—0.3%

In 1997–98, New Haven employed 821 certificated personnel. Because of flexible staffing patterns, those 821 people were the equivalent of 737 FTE. Of those 821 certificated personnel, 771 served as teachers of children while 50 formed the management team. The certificated staff, though not matching the student population, is much more ethnically diverse than state or national averages:

- Asian—(61) 7.3%
- African American—(51) 6.1%

- Filipino—(41) 4.9%
- Hispanic—(99) 11.9%
- Native American—(3) .4%
- Pacific Islander—(2) .2%
- European American—(577) 69.2%

Thirty years ago, the district was the lowest-wealth district in the county and had a reputation to match its wealth:[1]

> In 1957, its [the district's] reputation was abysmal. The School Board was locked in continuing, unresolved clashes, and it was openly disrespected by the community. The public threw objects [chairs] at board members during their meetings! Because of the school district's poor standing, few families would consider moving to Union City at that time.
>
> *Former Mayor Tom Kitayama*

Today, New Haven Unified School District, while still a low-wealth district, has a well-deserved reputation for excellent schools. Twenty years ago their students went elsewhere for a quality education. Today, they have had to close their doors to out-of-district transfers because their schools are bulging at the seams.

> Combine class-size reduction, a growing population, and an influx of students from outside the district and New Haven is putting up the no vacancy sign. More than 1,000 students from other school districts transferred in this year. But New Haven officials this week said they can't accept any more transfers.
>
> *The Argus, September 14, 1997*

> Twenty years ago our students went elsewhere. Today, we have to close our doors to out-of-district transfers. Families try every trick in the book to establish a New Haven District address. We have 1,000 new students to the district in 1997 with Union City addresses and 1,200 out-of-district transfer requests.
>
> *Associate Superintendent Jim O'Laughlin*

A fading community thirty years ago, today Union City is undergoing a community renaissance and a housing boom.

[1] All quotations attributed to individuals are from interviews conducted or public statements made during the 1997–98 academic year.

> New housing developments are springing up in Union City as fast as the gladiolas that once filled the landscape here. Fifteen subdivisions are being constructed here this year—enough housing for more than 1,600 new families.
>
> *The Argus, September 14, 1997*

> The challenge is no longer attracting families to Union City, but maintaining our open spaces despite the pressure of development. The change is clearly attributable to the superb reputation of the New Haven Unified School District. The quality of its academic and co-curricular programs, including the creative ways its schools use technology, is drawing families from throughout the Bay Area. The district enjoys the confidence of the community. Every school bond measure that has been proposed has passed, despite needing a two-thirds majority of the vote. [Superintendent] Emanuele and his staff have proposed reasonable bonds, progressive in vision, that have been fully accounted for once they were passed.
>
> *Former Mayor Kitayama*

> The New Haven Unified School District, however, is faced with the double-whammy of teaching an avalanche of new students and shrinking its elementary class sizes to less than 20 students. Its answer: build two new elementary schools and possibly a third. The two new schools will be named for two of Union City's most respected leaders: Tom Kitayama, former Mayor of Union City and Guy Emanuele, Jr., Superintendent of the New Haven Unified School District. Both gentlemen have served in their respective capacities for many years and are being honored with the school namings by the New Haven School Board.
>
> *The Argus, June 1997*

Of the many factors contributing to the district's success, one that is key is their early recognition of the essential role of teachers and their support of quality teaching. Though their work began decades before the publication of *What Matters Most: Teaching for America's Future*, New Haven has, in their own context-specific way, met most of the challenges laid out in that report.

They got real about standards. One of the first things the district did 20+ years ago was establish high expectations for teachers. Then they held leadership accountable for assessing teachers—and providing necessary supports for teachers to meet those expectations. The move drew criticism, but it sent an unwavering message that the district was serious about assuring students the teachers they deserved.

They recruit quality teachers. With the wise and humane use of technology, the New Haven Unified School District recruits from a national

pool of exceptional teachers. The district just received the prestigious C. S. Robinson Award from the American Association of School Personnel Administrators for exemplary use of technology in recruiting. The district's use of technology actually personalizes the entire personnel function. For instance, their engaging and educational Web site draws inquiries from around the country. Each inquiry receives a personal e-mail response. With the use of electronic information transfer (e.g., the personnel office can send applicant files electronically to the desktop of any administrator), the district can immediately provide information to people they never thought in their reach. Despite the horror stories one often hears about the difficulty of out-of-state teachers earning a California teaching credential, New Haven, because they house a credential analyst in the personnel office, has yet to lose an out-of-state recruited teacher in the state's credentialing maze.

They got into the teacher development business. Alongside the requisite *Educational Leadership* journal in the personnel director's office rest well-worn copies of the *The Journal of Teacher Education* and *Teacher Education Quarterly*. The district was one of the first in the state to implement a Beginning Teacher Support and Assessment program, which provides support for teachers during their first two years in the classroom. In addition, they foresaw student population growth and California's 20:1 class-size initiative. With the advice and support of California State University, Hayward, the district designed an innovative internship teacher education program based in district schools that simultaneously educates teachers while protecting and providing quality education for students.

They reward knowledge and skill. The district provides multiple intangible rewards for teachers—not the least of which is broad-based community support of schools. They also put their money where their mouth is: they remain one of the two lowest-wealth districts in the county, but they offer the highest salary scale in the area. In addition, they creatively and flexibly staff their classrooms so that classroom teachers, while still working with children, also enact their internship program and their beginning teacher support and assessment program, develop curriculum, design technological supports, and create student standards, assessments, and indicators of student learning.

They organize schools around student and teacher learning. With the information they can gather and analyze using their technological capacities to the fullest, the district implemented a district-wide extended-day program. Offering this program on a sliding scale so that all families can participate, the schools remain open from dawn till dark providing educational experiences connected with the school program as well as the more traditional enrichment activities and clubs. For teacher learning, the district

opens schools 90 minutes late on Wednesday mornings. Each Wednesday morning, in every school in the district, teachers gather in collaborative teams to teach and learn with each other. As another example of the district putting its money where its mouth is, the district's computer guru estimates that for every dollar spent on machinery and software, the district invests a dollar in supporting the teachers' use of those tools.

Taken together, these actions have helped create an exemplary teaching quality system and one of the finest districts in the area—a fact the community recognizes. They have passed their past three bond levies with over 80% yes votes. The following sections of this report describe each of these integrated actions. Separated here for analytical purposes, New Haven enacted them nonlinearly—do not be misled into thinking the order in this monograph in some way mirrors the smooth chronology of what, in actuality, was and remains an intensely social process.

SCHOOL AND COMMUNITY

New Haven Unified School District serves the communities of Union City and South Hayward. The two communities are a confederation of working-class neighborhoods in which the school district is by far the largest employer. In the past, the area had offered agricultural employment and work in canneries. Today, there are jobs in the manufacturing trade (Dreyers Ice Cream, American Licorice) as well as in non-manufacturing businesses (transportation and marketing services). The area is neither trapped in a cycle of poverty nor is it an affluent suburb for silicon valleyites seeking greener pastures. Of his community, Superintendent Emanuele says, "This is a down-to-earth, real, diverse community. They, like me, don't want to hear what we can't do. We want to know what we can do."

As a confederation of neighborhoods, the community needed a center; the schools, particularly Logan High School, serve that purpose. The community built the new city hall across the street from the high school, and all social services cluster in the same area. In 1996, when the community expressed concern about support for its children, the district convened a youth summit—a series of workshops held at the high school. The summit brought together churches, community groups, social agencies, and the city government to discuss the strengths, interests, and needs of children in the Union City community and how those institutions could better support children and their families. Logan High School, with its message board announcing student accomplishments, upcoming events, and even birthdays, is the hub of the community.

The best and the brightest come home to New Haven to teach in the schools. Associate Superintendent Jim O'Laughlin has his eye on a math whiz graduating from Logan High on her way to UC Berkeley. "We've got a spot for you when you are ready," he tells her regularly. A Logan student teacher captures a common community thread: "I grew up on Desoto [a nearby street] and want to give back to my community. The district appreciates diversity, but it also provides unity. This is why the schools get real support from the community." Students learn this civics lesson early through the high school's community service graduation requirement.

It takes united and sustained strength to use teaching quality as the primary lever to achieve excellence and equity simultaneously:

> I am really committed to equal educational opportunities. That means focusing on hard decisions—how kids are grouped,[2] resource allocation to underachievers. The community and this board respect hard decisions made early. We have had really strong support from the board who just wouldn't back down on these hard decisions until the evidence was in and this gave me and our teachers credibility. Ideologues can trap you in no-win debates. Those debates leave the majority of the community behind. I was determined to move the district beyond that. We set up different roles and different forums for parents and teachers to talk with me—to allow for constructive disagreements rather than public posturing. I was determined not to get sucked into a process of posturing. All folks get at least two shots a year at me! But all these conversations are a matter of focusing on student achievement and encouraging teachers to do so.
>
> *Superintendent Guy Emanuele*

> Members of the leadership team in the district have been here for from 27 to 43 years and the leadership team itself has been intact for 22 years. We can argue heatedly, but we all hold ourselves to the same standard, "What's good for kids?" This has enabled us to plug away. Some things you just can't change overnight. We all had other options, but this is a good place to work, an exciting place to be.
>
> *Associate Superintendent James O'Laughlin*

> We have a demanding work ethic for everyone—ourselves, teachers, but gardeners and custodians, too. We all respond quickly. The graffiti *must* be off the walls before students arrive.
>
> *Elementary School Principal Louise Waters*

[2] The school board, working through the technical, political, and philosophical conflicts that came with the decision, voted several years ago to detrack the high school.

VIGNETTE: SCHOOL BOARD MEETING OCTOBER 1997

After more than two decades as superintendent, in the fall of 1997, Guy Emanuele announced his retirement. Usually reliable sources rumored that a replacement would be named at the October school board meeting. The board meets in a large multipurpose room that on most days is the site of professional education activities for the district's 834 certificated personnel. The room looks like the old Boston Gardens, with twenty school recognition banners hanging from the rafters like retired jerseys. One of the board members quips, "We can't win another award because there is no more room." This evening the five-member board (two Latinas, one Asian American male, one African American woman, and one European American woman) sits at an elongated table in the front of the room with the fifty or so community members in the audience. Because the to-be-appointed superintendent is sitting in the audience with her mother and husband, there is little suspense and the board chair cuts quickly to the chase. He moves that Ruth McKenna be selected as superintendent "to continue a tradition and a New Haven we know and love." McKenna had been a member of the administrative leadership team in New Haven for decades until she was hired to serve in a leadership position at the State Department of Education. After some shuffling as to who would second the motion ("I know we all want to second it."), each board member speaks to why McKenna was chosen. As an insider, the community knows her well and supports her appointment.

The only controversy is that the board neither conducted a search nor consulted formally with union representatives—who joined in a standing ovation when McKenna's name was announced. Each board member praised their choice as well as argued the waste of time and money (and the hypocrisy) involved in going through the charade of a search when the best candidate possible wanted the job. One woman from the audience responds by commenting that she "voted for the board to make these decisions" and, based upon this decision, notes her pleasure that she did. Following another standing ovation, McKenna thanks her mother and husband—who stand to acknowledge the applause—and concludes by saying, "New Haven is a special place and I am so happy to be a part of it again."

Standards for Teachers

One of the first things the district did more than twenty years ago, when the current leadership team entered their positions, was to establish high expectations for teachers. Then they held leadership accountable for assessing teachers—and providing necessary supports for teachers to meet those expectations. The move drew criticism from some teachers, administrators, and community members. (The superintendent recalls being called "Little Caesar," not always behind his back.) It sent, however, an unwavering message that the district was serious about assuring students the teachers they deserved.

WHY FOCUS ON TEACHING?

Superintendent Guy Emanuele recalls the first key steps toward building a teaching quality system:

> A critical first step is to ensure that teachers in your district are capable, committed instructors. My focus the first ten years here was on teacher evaluation. We fired teachers—but everyone took the evaluation process seriously after that.
>
> Perception becomes reality. Our schools were never as bad as they were thought to be, but a pervasive perspective that our teachers were not good required a series of actions that showed we were serious. The presence of teachers who did not perform to high standards lowered academic achievement of students and ultimately led to lower morale among other teachers.
>
> One of my first acts as superintendent was to tighten the teacher evaluation process and implement procedures that allowed for due process while still enabling the district to remove teachers who simply were not able or willing to address deficiencies in their performance. A concerted focus upon

> teacher evaluations resulted in a number of resignations. Now, with performance standards in place and clear expectations as to the need to exceed them, teachers respect the district's effort to maintain high instructional standards, and rarely is a teacher terminated. Furthermore, the district's reputation in this regard draws high-achieving teachers, deters those who are not as committed, and generally elevates the status of the teaching profession.

Today, the district, in coordination with the union, has adopted a Professional-Growth Assessment Process (P-GAP) for experienced teachers. The district resolves basic minimal teaching competency at the front end of the career by recruiting and preparing quality teachers and allocating resources to support quality teaching. Thus, P-GAP can shift the system's focus away from underachieving teachers and toward supporting exemplary teachers. P-GAP is a collaborative process for exemplary tenured teachers built on peer and personal assessment of one's knowledge, skills, and abilities related to high teaching standards accompanied by personal growth plans. Teachers recognize the difference. Said one, "We feel like we are being treated professionally." When Anthony Alvarado speaks of District Two in New York City, he could be speaking of New Haven: "We have set about finding and hiring like-minded people who are interested in making education work for kids. We care about and value each other, even when we disagree. Without collegiality on this level you can't generate the level of enthusiasm, energy, and commitment we have" [Elmore, 1997, p. 12].

The standards New Haven uses for the evaluation process and P-GAP are closely aligned with the new California Standards for the Teaching Profession (CSTP):

- Engaging and supporting all students in learning;
- Understanding and organizing subject matter knowledge for student learning;
- Creating and maintaining an effective environment for student learning;
- Planning instruction and designing learning experiences for all students;
- Assessing student learning; and
- Developing as a professional educator.

Each of these standards is accompanied by: (a) a narrative description of what the glittering phrases mean and look like in practice, (b) a series of statements covering the elements of that standard, and (c) sets of questions to guide one's thinking about one's development in each of those elements.

Since these standards are used by the district's Beginning Teacher Support and Assessment program, New Haven provides teachers with a clear and explicit set of expectations as well as structures and processes that support their development toward meeting those expectations.

New Haven teachers take deserved pride in their excellence—an excellence recognized statewide. State Superintendent Delaine Eastin comments, "I frequently invite staff from New Haven to participate on statewide committees and task forces because of their expertise." One high school teacher remarked to a visiting parent: "In our district we have a higher expectation for everything. That's just the way it is." An elementary school teacher and beginning teacher support provider gives some of the credit for that pervasive attitude to the district leadership team: "A lot is expected of us, but a lot is given back. Guy [the superintendent] is a real teacher and real supporter of teaching." Expectations are high and when asked if perhaps this put undue pressure on district employees, one middle school principal admitted, "It is a difficult place to work in some ways but in another way it is really simple because all we do has at its core the child."

Still, the progression from weeding out perceived incompetence to supporting recognized excellence was not without pain. Associate Superintendent Jim O'Laughlin recalls: "Sure, this was expensive. Even if you have the documented evidence, the process could bankrupt a small district. In the early years we spent huge amounts in legal fees." Emanuele recalls: "We were accused of being harsh. We were only going after 6–8 teachers, but we didn't turn our back. We took the flack." The flack was not just from the few teachers they were "going after." Initially the principals did not appreciate being assigned responsibility for teaching excellence. The district put together very thorough evaluation procedures that required the systematic collection of data—no more drive-by teacher observations. In addition, the district did away with the infamous "shuffle of the incompetents" whereby a cluster of teachers "counseled out" of their previous school await placement in another. The district told the principals: "When you see a problem, you are expected to address it aggressively. We do not allow transferring out of a problem teacher. If you've got a problem, you'd better figure out a way to deal with it."

This responsibility for the caliber of all teachers in a school proved a powerful incentive for making good initial hires. One indication of the efficacy of this incentive is that New Haven holds prospective entrants into their collaborative New Haven/CSU–Hayward teacher education program to higher standards than the university—and the university does not have low standards. Some California universities sponsor internship programs that are little more than revolving doors for last-minute emergency-permit hires. Perhaps in response to this, the department chair of teacher

education at CSU–Hayward emphatically stated, "We won't do Teach for America and we don't buy that crap about anyone with a pulse should get into a teacher education program." Those working with the children of New Haven are not members of the "warm body brigade."

Making good hires required the district to

- revamp their recruitment and retention strategies to guarantee that qualified candidates would know about, want to come to, and want to stay in the New Haven district; and
- enter into teacher education to assure that qualified candidates were, indeed, available.

These two linked sets of district practices are the topics of the following three sections.

3

Recruitment and Retention

> We are doing what we are doing because we want quality teachers for all our children.
>
> *Donna Uyemoto, Director, Personnel Services*

Thirty years ago New Haven did what most school districts do today: They waited until the last minute to see what was available in the way of teachers. New Haven learned that, even in a buyer's market (e.g., a glut of qualified teachers—not the situation today), this approach was shortsighted. From the very beginning they sought out exceptional teachers, simplified the application process, made decisions, and offered contracts in a timely and respectful manner. Over time they built support systems and teaching conditions that would retain exceptional teachers, and eventually they became immersed in preservice teacher education. Today, the district can afford to be choosy, recruiting with an eye toward teachers possessing the skills and dispositions needed to grow within the environments for teacher learning that the district supports. While rapid population growth coupled with the clamor of families wanting a New Haven district address (real estate agents love the district!) make for many new teaching positions each year, Jim O'Laughlin points out:

> We could do no recruiting and meet all our needs. But we want the best. It is a game of numbers—the greater the number of interviews, the greater the possibility of quality. If someone walks in off the street and says they want to be a teacher, we sit down and talk with them. We've hired several of those folks a couple of years later, after they have had the preparation they need to work with our children.

New Haven does not have large-scale recruitment crises annually because of the low attrition rate of their new and experienced teachers.

Their hiring needs come from enrollment increases rather than vacated positions. For the 1997–98 academic year, New Haven hired 80 teachers into full-time positions—38 of the 80 had worked as part-time interns in the district the previous year. Clearly, one of the major recruitment efforts is the district's internship program. As Jim O'Laughlin explains, "We do the internship program because of its value as a recruitment tool—not just to fill classrooms." Of the 42 "purely" new hires, 15 (36%) were accepting their first teaching position; 15 (36%) had one or two years' experience; 8 (19%) had three to five years' experience; and 4 (9%) had six to twelve years' experience. The fact that nearly one-third of their new hires had three or more years of experience documents their refusal to succumb to the penny wise-pound foolish approach of hiring cheap teachers. It also speaks to the attractiveness of working in New Haven. Nineteen (43%) of the new hires listed their ethnicity as European American; 11 (26%) were Asian; 6 (15%) were Latino; 3 (7%) were African American; and 3 (7%) were Filipino.

THE NEW HAVEN APPROACH TO RECRUITMENT

The teacher labor market is traditionally a local affair expanded by districts going to the prospective teachers at job fairs held on college campuses. Such recruiting trips, however, resemble putting on scuba gear and jumping into the ocean in search of fish: Even if one finds a school of potential applicants, when push comes to shove, most really have no interest in being caught—especially as the recruiters move further away geographically. For instance, New Haven representatives worked the Texas circuit one year and signed up four teachers, but not one of them ended up moving to New Haven. The New Haven approach is to stay on the boat, prepare an attractive lure, and invest resources once there is a "hit." The lure they prepare is their Web site. With wise and humane use of their electronic lure, the New Haven Unified School District recruits from a national pool of exceptional teachers. The district's receipt of the prestigious C. S. Robinson Award from the American Association of School Personnel Administrators for exemplary use of technology in recruiting reflects the caliber of this lure.

When I logged on to the New Haven Unified School District home page (www.husd.k12.ca.us) in September 1997, I was visitor number 29,556. From text, colorful graphics, sound, pictures, and video, those nearly 30,000 visitors to New Haven from all over the world learned about the district and district policies, the community, and individual schools, as well as employment possibilities complete with salary schedules and benefit information. The visitors could even receive an employment application which they could complete on screen and return with the flick of a finger.

Visitors found that Union City is located 30 miles southeast of San Francisco, was incorporated in 1959, and is bounded by the cities of Hayward to the northwest and Fremont to the southeast. Another screen extolled New Haven's temperate climate, with average daily temperatures ranging from 56.3 degrees in the dead of winter to a pleasant sea-breeze 76 degrees in July. Other screens documented economic growth, listing the increasing taxable retail sales figure and the cost of an average home (from $174,000 to $276,000—affordable by Bay Area standards).

As to conditions of employment, the Web site informed visitors of New Haven's "competitive salary with a beginning base salary of $37,604 and a top base salary of $70,373." It does not mention (but candidates who did their homework would know) that New Haven's salary schedule is the highest in the entire Bay Area and in the upper echelon in the state as well—despite New Haven's historic standing as one of the lowest-wealth districts in the state and the county. New Haven's total spending per ADA (a measure of per-pupil expenditure) is $4,103, slightly above the fifth percentile in the state, $39 per student above the lowest in the country, and $2,337 per student below the highest per-pupil expenditure in the county. As will be described throughout the remainder of this monograph, aside from the conscious choice to make this investment, New Haven can afford the investment because of

- a lean administrative structure (nearly 94% of their certificated staff serve as teachers);
- their decision to maintain a small number of large schools;
- efficiencies made possible through investments in technology; and
- their use of the bulk of special program funds to support teachers.[1]

The Web site points out nonmonetary conditions of work as well, noting that New Haven Unified

- was the first district in the county to fully implement the State Class-size Reduction Program;
- offers a nationally recognized Beginning Teacher Support and Assessment (BTSA) program for first- and second-year teachers;

[1]For instance, when a recently failed state initiative to impose a penalty on districts that did not spend 95% of their total operating budget on classroom-based needs (as defined by people without knowledge or experience of classroom based-needs) sent panic waves throughout the state, New Haven had already exceeded that figure.

- possesses one of the exemplary school technology programs in the country;
- offers ninety minutes of teacher collaboration time weekly in addition to daily preparation periods for all K–12 teachers;
- has received state and national recognition for their schools;
- is nearing completion of a major building and renovation program;
- receives nearly unheard of community support ("An active and supportive community has once again demonstrated its support for and confidence in its schools by passing a $55 million bond to provide technology and facilities in 1993 and a $35 million bond in 1996 for facilities.");
- has an exciting and richly diverse student population ("76% of our students come from ethnically and culturally diverse backgrounds."); and
- is known for its innovative and creative approaches to financing, employee compensation, meeting the diverse needs of students, curriculum development, instruction, and community involvement.

As a line at the bottom of the page points out, "And we could go on and on...!"

16

As with all well-designed Web sites, New Haven's allows visitors to gather more information about any of the general categories listed. For instance, should visitors click on BTSA, they see pictures of first-year teachers and support providers coupled with their comments:

> I have received support from BTSA specialists, mentors, and other helpful staff members. It is true that the first year of teaching is stressful and even a bit scary. However, because of the program I do not feel alone and I always know there is someone to help within reach.
>
> *Teresa Morales, 3rd Grade, 3rd-year Teacher*

A majority of students/interns in the teacher education program as well as first-year teachers report "getting most of the information about the district from the Web"—not surprising, given the richly educational and engaging information the district makes available.

> Last year I decided to pursue my dream of obtaining my credential. I began to investigate various programs and schools throughout the greater Bay Area. I inquired about programs with friends I knew in education and I searched the Web. I had heard from people in the field that there was an alternative credential program offered through the New Haven Unified School District. Some educators told me that it was a lot of work and

> more difficult than the regular programs. But I read about the program on the Internet. I liked the integrated approach of theory and practice. That made sense to me.
>
> *Linda Luis-Rodriquez, Intern Teacher*

> I was also directed to the New Haven district Web page, which I found both impressive and very informative. Descriptions of both the SSP Partnership and the BTSA support were very inviting aspects of the district/university team. This combination of support programs to first-year and student teachers made it an unquestionable first choice for my transition into a teaching career.
>
> *Michael Hardie, Intern Teacher*

The electronic lure also introduces potential applicants to the district's remarkable technological infrastructure. Highly skilled and well-educated candidates are looking for positions where technology is available. One first-year teacher reported: "I had several offers, including one in the district where I had always planned to teach. But I saw the computers and took the job the same day." New Haven meshes staff development with recruiting by holding technology events such as a full-day technology fair providing workshops and demonstrations of how technology can be used in the instructional process. When teaching candidates participate in this fair, they see firsthand the extent and quality of technology used in the district.

New Haven is not afraid to ask the hard questions of their use of electronic recruiting. Jim O'Laughlin asks: "Should the personnel process be dehumanized so that we are just dealing with numbers instead of people? It is important to keep in mind that technology is not the end in itself and there are things which are perhaps best done the old way, without the use of technology." Donna Uyemoto, Director of Personnel, feels an electronic lure actually humanizes the recruitment process:

> The traditional way was to go to job fairs and have on-campus interviews. The Web site changes that because it reaches a lot of people we would not otherwise reach. I get 20 hits a week on the Web and I respond to each one individually. I've become more personal with applicants because of e-mail. It used to be form letters and two to three days turnaround time. Now it is personal and immediate.

Nor does New Haven ignore the face-to-face touch. One beginning teacher remembers getting most of her information via the Web and e-mail; then, she recounts, "I met the principal at the interview and she offered me a job. I said I needed some time. Donna [Uyemoto, Director of Personnel] said,

'OK, take two weeks, but come visit before you make up your mind.' Vicki [the BTSA support provider] took me on a tour of the school and I accepted the position that day." Other important personal touches the personnel department provides are support in locating affordable housing (a major life issue in the Bay Area) as well as doing virtually all hiring in late March (except for crises that might emerge due to death, illness, etc.) and by mid-June informing new hires of their school and grade level/class assignments.

ROLE OF SCHOOL PERSONNEL ADMINISTRATORS

Many educators neither understand nor appreciate the roles and functions of personnel departments within districts. A commonly held stereotype about school personnel administrators is that they put up roadblock after roadblock and hurdle after hurdle for teaching applicants.

Regarding the use of technology in school districts, Jim O'Laughlin points out that, while not true in New Haven,

> traditionally, personnel departments have been given inadequate attention when it comes to technology applications. For some reason, personnel departments do not get the same level of technological support as the instructional or business counterparts of the operation.
>
> Highly specialized needs of the school personnel function are not recognized for their true level of complexity and, unfortunately, there are few vendors who focus on this market. Software limitations are frustrating for personnel administrators who frequently are asked to use retrofitted software packages for hospitals or other organizations to do the work of educational personnel.

Yet, given New Haven's documented realization of the power of the personnel department to support enactment of a district's teacher quality system, clearly educators need to be made aware of their common misunderstanding and unwarranted devaluing of personnel's role. As Esther Coleman, Executive Director of the American Association of School Personnel Administrators, writes:

> We in personnel are the portal—the portal through which new and returning employees pass. We are the portal for school vendors such as health insurance and workers' compensation carriers. We're the portal through which the school district develops, interprets, and applies policies and regulations to govern district operations and through which legislative bodies implement their mandates for schools; and we are the portal to a well-prepared employee force that ultimately serves the best

> interest of students. A satisfied, supported employee works harder and more effectively. We're the portal and the vessel for making decisions that have significant fiscal and human implications in school districts. Our decisions can result in expenditures in the millions of dollars. We select and evaluate health insurance and workers' compensation RFPs. We represent the employer in employment and grievance hearings. We negotiate teacher contracts. We develop the job descriptions that evidence the value of all employees. AND we hire the teachers who make it possible for students to achieve.[2]

In New Haven, the personnel department *is* that portal—literally as well as figuratively. As that portal, the personnel department has its own Web site—the "front page" of which reads:

> The employees of the New Haven Unified School District constitute the most important resource for providing a quality educational program for the students of the community. Recognizing this, it is the goal of the Department of Personnel Services to provide for the following:
>
> - The recruitment and selection of the very best available candidates for all open positions in the district.
> - To allocate the human resources of the district in a manner in which it makes the greatest contribution to the instructional program. [This is an extraordinarily important point that will be highlighted in a subsequent section.]
> - To provide for a climate in which optimum staff performance and satisfaction are produced.
> - To provide for programs of staff development that are designed to contribute to the improvement of the learning program and to each staff member's career development.
> - To provide for a genuine team approach to education including staff involvement in program planning, implementation, and evaluation.
> - To promote employee/employer relations.
> - To develop and utilize personnel evaluation processes which contribute to the improvement of staff capabilities and learning program.

Visitors are then directed to additional information in the following areas: (a) Personnel Department Staff, (b) Have a Question? Who to Contact, (c) Personnel Services, (d) Employment Opportunities, (e) Employment

[2]See Appendix B for a listing of the many, often unseen, functions of school personnel administrators.

Process. When one clicks on Employment Process, one is led through the entire employment process from application to beginning teacher orientation—with buttons leading to voluminous information about every step of the process.

There is also a BTSA button linked to the personnel home page. It is no accident that a candidate comes to BTSA through the personnel office, because personnel administers the program. It also makes perfect sense to mention a sound and supportive beginning teacher support system in a section on recruitment and retention. As New Haven knows from personal experience, BTSA, as reported by the California Commission on Teacher Credentialing, is a statistically significant influence on the retention of quality teachers. Beginning teachers know this as well:

> I student taught at Searles Elementary at my request. I was hired in June—late for New Haven. My partner teacher this year is my old cooperating teacher. In addition, I have been adopted by the first grade team. Annette is across the hall. I have a major support network.
>
> *Terri Young*

> Annette stayed with me one Friday night until midnight. Yeah, it is tough, and I could only have done it at this school.
>
> *Joan Collins*

> I have so many people I can go to.
>
> *Karen Foley*

Position Control

In New Haven, personnel is also the portal to the district's electronically maintained records. When candidates apply, the personnel office starts the file—and *only* the personnel office can start the file. The core logic behind the personnel office's role in New Haven is contained within the deceptively simple notion of *position control.* Position control determines how a district allocates scarce resources, and the key resource is people. "Who does what and why" are the central driving questions of a school district. In New Haven, the answers to these key questions are collaboratively crafted, but are initially run through the personnel office, which works with the business office (i.e., budgeting and payroll), the instruction office (i.e., matching positions to student strengths, interests, and needs), etc. In New Haven: (a) an employee can be paid only if hired into a position that has been authorized (e.g., a position that has been determined to serve the core function of the district), and (b) no one gets into a position except through the personnel office. The decisions must be collaborative, however, because

the number of positions authorized generates the salary and benefits components of the budget.[3] In algebraic form, the district's position control equation is:

person to position + site cost + district costs =
district's personnel budget.

The fact that employees enter New Haven's system only through the personnel office does not mean that the department runs the system. While the involvement of the personnel office in the design and use of technology in educational settings is essential, decision making (including budgeting) must be done by all departments. The key is an integrated system. An integrated technology system (e.g., payroll, business, and student systems) allows remarkable flexibility and efficiency. For example, credential monitoring requires not only credential information from the personnel system but also assignment information from the student system. If the two are not integrated, credential monitoring becomes a monumental task. If they are integrated, software can automatically do the monitoring and identify misassignments when comparing assignment information from the student system against credential information in the personnel system.

One concrete example of the efficiency and ease of an integrated system is the way New Haven handles the California Basic Education Data System (the state's reporting requirements of districts, commonly known as CBEDS). CBEDS requires data from personnel, payroll, and the student system. New Haven's integrated system generates CBEDS without placing a single demand on teachers' time. O'Laughlin noted, "Our teachers don't even know we do CBEDS anymore." Without the integrated system, multiple individuals would gather the information and then someone would have to compile the information. This is extremely inefficient and time consuming. A totally integrated system provides one-stop access to data from payroll, business, and the student system and the ability to generate reports using all these data. It also allows other systems to receive data from the personnel system. Integration means that tremendous amounts of data never have to be re-entered in order to be used. This saves all of the time and expense of running reports from stand-alone nonintegrated systems and then re-entering the data in order to use it.

21

According to O'Laughlin, an integrated system needs "technological leadership that serves as a facilitator of central office collaboration and monitors

[3]The position control operation is totally computerized in New Haven. The personnel system includes a salary and benefit projection component that runs off position control that generates projected expenses based on the number of authorized positions. This, according to district personnel, "saves the business department tons of spreadsheet efforts."

the departmental development of technological uses." He also argues that, in New Haven, an integrated system required central office leadership that created and maintained conditions conducive to collaboration. A second key structural support for New Haven's integrated system is that technology is a separate department answerable to the superintendent. Roger Hoyer, a former high school math teacher who currently serves as the associate superintendent for technology, works for the superintendent: "This places technology decisions outside of any particular bailiwick. Personnel goes to the technology department for support—just like everyone else (e.g., business). This enhances the possibility of integrated solutions and a 'one district system' versus competing systems set up and maintained by the business office, the personnel office, the curriculum and instruction office, and so on."

EXPANDING THE "NUMBERS GAME"

> After receiving his teaching credential, Kevin and spouse, Michelle, had the opportunity to teach in Medellin, Columbia. After three years in Columbia, Kevin and Michelle were ready to return to California. In preparation for his return to California, Kevin frequented New Haven's home page while still in Columbia and visited Searles Elementary School via its Website. Kevin began corresponding with two Searles teachers. Using New Haven's on-line electronic application process, Kevin applied for a position with New Haven and was subsequently interviewed during the district's employment open house in the Spring of 1997.
>
> *New Haven USD Newsletter, September 1997*

22

Rather than have applicants express an interest in the district and then sort through applicants, the district believes it a better investment of resources to send out information and have potential applicants sort through districts. In this way, the district gets "hits" from people who want to relocate. Last year, for instance, they had a dozen serious (combining candidate intent and meeting New Haven standards) hits from out of state (and country). Of those applicants, they hired eight. A serious hit is more than an expressed desire to relocate to the Bay Area. New Haven will only hire out-of-state applicants with at least a bachelor's degree and successful completion of a professional preparation program that includes student teaching. In other words, geography does not matter—only whether a candidate meets New Haven's teaching standards.

New Haven credits much of their out-of-state recruiting success to Project Connect, a joint American Association of School Personnel Administrators (AASPA)–American Association for Employment in Education (AAEE) effort to establish a network allowing schools and universities to exchange

information and facilitate the efforts of the nation's schools and colleges to get the right teachers into the right classrooms. Project Connect is a database that allows employers (school districts) to post vacancies electronically. Positions can be posted in a matter of moments from any personnel office. The Project Connect home page (http://careers.soemadison.wisc.edu/projcon.htm) serves to disseminate this information to anywhere in the world. The project also sends posted positions directly to 385 college placement centers nationwide. These placement offices then disseminate the information from the 425 participating school districts through their own internal vehicles. In this way, a single entry from a personnel office nearly instantaneously and inexpensively reaches tens of thousands of teachers.

The home page lists entries in a flexible electronic format. Candidates can search the database (and thus customize the voluminous information) using a variety of criteria including geographic location, district name, level and content area of position, date of listing, etc. Each position listed provides basic information about the position, whom to contact about the position, and a hot link to the employing district's home page. The process allows districts and candidates to find each other when there is common interest and then to initiate the application process.

Significantly, it does not cost candidates or districts to participate. The technology for this kind of database is so simple that almost anyone can set one up very quickly. Many entrepreneurial techies see selling candidates or selling jobs as an avenue to easy money. The problem is that if there are, for instance, fifty databases in use, personnel offices cannot list their positions in fifty different places. Candidates, in most cases, are lucky to know of one. The proliferation of job databases creates an inefficient and chaotic situation for employers and candidates. For instance, New Haven's County Office of Education supports three different partial job databases, and in this situation, more is definitely less. To counteract this problem, AASPA and AAEE are working to enhance Project Connect so that it meets the needs of any employer and any candidate and to promote a highly efficient, not-for-profit means of connecting applicants and employers throughout the country and even the world. This enhanced Project Connect could include a standard national electronic application with personalized district addendum as needed. This would allow candidates to fill out basic information only once and send it to as many districts as they would like, without having to reenter the information. Additionally, candidates could go to one user-friendly system to access information regarding all vacancies nationwide.

Of course, recruiting and hiring quality applicants is not of much value, if those strong teachers leave a year later. Despite the horror stories one often hears about the difficulty of out-of-state teachers earning a California teaching credential, New Haven has yet to lose an out-of-state recruited

teacher in the state's credentialing maze. One reason for this is their high hiring standards. In California, teachers who meet New Haven's definition of a serious candidate can receive a two-year preliminary credential. Within those two years, the teacher must then document knowledge of the U.S. Constitution as well as establish subject matter proficiency (through coursework or state exams) and take a course in the teaching of reading. Upon completing these requirements within two years, the teacher receives a five-year preliminary credential that becomes a professional clear credential upon completion of the equivalent of a fifth year of study that includes health education, special education, and computer education. Not surprisingly, New Haven offers the computer education course on-site.

A second reason for New Haven's success is that the district houses a credential analyst who, as one candidate put it, "takes you through the credentialing maze. The district makes sure I have the right credential for everything I do." Genoveva Alvarez, the district's credential analyst, not only knows the policies and regulations inside out—she also keeps all teachers informed (via e-mail as well as face-to-face) of what they need to do and what they have already done, and regularly updates them on processes and timelines. When asked how she keeps track of it all, she accentuates the relational nature of the work, "I remember because I talk with them."

E-mail from Genoveva (credential analyst)

Have you received anything from CTC [Commission for Teacher Credentialing] regarding your credential? The way it has been going, the commission has been mailing the applicant the credential and a copy to the County a few weeks after. So, by the time I get a copy, one or two months have passed. Please let me know.

E-mail response from first-year teacher who had completed a teacher education program out of state

Genoveva,
I have not yet received anything from the state regarding my credential. I have enrolled in the Resource Specialist Program at CSU–Hayward. I have already taken a class and am enrolled for another this quarter. What else should I be doing? Also, I am applying for a multiple subject and a special ed., including Resource Specialist, credential. Please let me know if I should be doing anything else.
Thank you so much.

As a result of these kinds of supportive interactions from the personnel office, not only did the woman receive the appropriate credential, she marveled, "It hasn't been the horror story I had heard it would be."

Linked with their credentialing support is the district's close working relationship with CSU–Hayward. As O'Laughlin says of teachers who have been prepared out of state and who may lack one or more California-specific courses: "We set up a meeting for them immediately with Jim Zarrillo at

CSU–Hayward. We know they have four years to meet all requirements so after our credential analyst analyzes their transcripts carefully she works with Jim to make recommendations for subject matter competence as well as what authorizations might be possible. If the out-of-state teacher has an academic major, it is actually not a problem."

The district's Web site inexpensively provides richly engaging information to candidates at their convenience. The use of e-mail makes text communication with candidates easier, more efficient, and more personal. The district's commitment to high-quality teachers and the investment of personnel resources in a credential analyst assure that high-quality teachers from outside California remain in the district. The district has also computerized applicant tracking. After applicant data have been entered into the system, applicant files can be searched based on multiple criteria and on ratings of 1–100. For instance, a principal can request a search of active candidates with a set of desired characteristics, and the computer will instantly sort applicants possessing those characteristics (e.g., looking for a teacher with physics and biology credentials, 10 years of experience who can coach women's volleyball). The system can produce a summary report providing information about each selected applicant, including interview dates, interviewer comments, and interviewer ratings. Both central office personnel and school-site faculty interview applicants. They use the paper screening to assure minimum academic competencies. They use the interview to access such interpersonal issues as self-confidence, the ability to learn from others, the ability to work collegially, verbal skills, flexibility, and commitment to children. They use elements of the Haberman Interview Protocol and are doing their own study of its ability to predict success in New Haven. They also view videotapes of teaching episodes whenever possible.

From his or her desktop computer, the principal can access the summary report because the applicant's file has been scanned into an electronic document management system. This ease of reviewing files eliminates the time-consuming and expensive process of transferring files from the personnel department to sites. Upon hiring, applicant data are automatically transferred to the employee system with the entry of the new employee's social security number.

Video technology is the district's new frontier. They currently create and distribute videos for recruitment and public relation purposes and find this technology to be an effective method for communicating to desired audiences. Aside from videos about their programs, New Haven makes documentaries that feature the district's programs and achievements. The personnel office also uses the videos it receives from applicants as important tools in hiring decisions. While it does not yet require videos of teaching, New Haven strongly recommends them to applicants, and increasing numbers of candidates are taking advantage of the opportunity.

New Haven possesses the technical infrastructure to hold an interactive video conference in which six principals, sitting at their desks, can interview an applicant sitting in a Kinko's in Kansas. New Haven's experience suggests that districts can get into this technology for between $6,000 (low-quality video) and $20,000 (broadcast-quality). Once in place, the video distribution system works the same as a telephone: The user dials a number and is connected to a live video conference. Once the signal gets to the district, the district's distribution system provides for interactive contact with any office or classroom in the district. Such a system clearly has instructional possibilities outstripping its capacity to support personnel functions.

THE RECRUITMENT AND INITIAL RETENTION SYSTEM IN ACTION

Sue (pseudonym) was pretty together. In September 1996 she became engaged and shortly thereafter learned that her fiancé probably was going to be transferred to a Bay Area military installation. She immediately set out to determine California's credentialing requirements. "After all," she reasoned, "I have graduated from a teacher education program, have been teaching for five years, and am fluent in both Korean and English—I have some skills people need so I should be wanted and it should not be all that difficult." She signed up to take California's Basic Skills Test for teachers (the CBEST exam) and passed it in February 1997. Her supportive fiancé surfed the Web seeking information on teaching positions in the Bay Area. He found several sites, printed them out, and showed them to Sue. New Haven immediately stood out. She requested an application. Life, however, was a little hectic and a little confusing. There was some uncertainty about the transfer; she was planning a wedding and a honeymoon; she was completing her master's degree; and she was teaching full time. By early June, life had become a little less confusing, and she sent a letter of interest and the application to New Haven. The Web information was clear enough and Sue was smart enough to tailor her letter to New Haven's needs and philosophies:

> My teaching experience has allowed me to work with students of diverse ethnic, as well as socio-economic, backgrounds. It has given me insights into the subtle differences associated with each culture, allowing me to better relate to and connect with each student. I think this will prove extremely valuable considering the ethnic diversity of the students in the district.

On June 18, the New Haven personnel office received the letter and application. A quick read by Donna Uyemoto, Director of Personnel, convinced her that this was a lead worth pursuing. First, Sue possessed an out-of-state teaching certificate (New Haven does not consider non-credentialed out-of-state applicants) and years of successful teaching experience with a student population matching New Haven's. Second, she had done her home-

work—taking and passing CBEST, clearly familiarizing herself with information about New Haven. Third, she matched the language and ethnicity of the student population of a school with a position open. Fourth, she possessed computer skills as well as extensive training and experience in teaching reading and using performance-based assessments (e.g., running record assessment technique). Donna phoned the school principal and forwarded the information she had received electronically. Following a close read of the materials, the principal expressed an interest in pursuing Sue.

Within hours of receipt of the application, Donna e-mailed a message to Sue asking for further information and providing her with the principal's phone number and information about the school. Sitting in Hawaii, Sue saw samples of student work, a picture of the school, and more information than she could digest—given especially that school was just letting out; she was completing academic work at a local university; and, do not forget, she had an impending marriage and move on her mind.

The time differences and busy schedules resulted in a game of phone tag between Sue and the principal but by the last week in June, the telephone interview occurred and the two hit it off. Normally the district would have requested a video clip of teaching as well as a video of the applicant responding to interview questions. (Today, with their video distribution system in place, they do real-time video-conference interviewing.) In this case, however, Sue was getting married and going on a honeymoon in Asia. In fact, the interview was arranged through Sue's mother who contacted Sue at the hotel as she was packing to fly to Korea. According to the principal, they knew "right away that they liked each other." Meanwhile, the personnel office conducted a thorough reference check where the rave reviews confirmed everyone's positive first impressions.

Sue had provided Donna with an e-mail address and, since she took her laptop with her on her honeymoon, she was available for electronic communication. The district e-mailed a job offer on July 1. On July 3, Sue responded from Singapore: "My new hubby and I will try to resolve all of our issues as soon as possible. I really appreciate your consideration and assistance. We return from Asia on the 12th of July. I will call as soon as I can." When she returned to Hawaii, the formal offer awaited her. On July 15, she accepted the offer, which included salary credit for her experience and her education as well as the grade level and school where she would be teaching. She arrived at the district office on August 4 with a bag full of macadamia nut, Kona coffee cookies ("they buzzed the whole office"), received information about the orientation training (for which she would receive credit on the salary scale), was assigned an on-site beginning teacher support provider, and was given housing information. Sue and her husband found affordable housing in a nearby community that provided convenient commutes for both of them.

On that same visit, Sue worked with Genoveva Alvarez, the district's credential advisor. Genoveva walked Sue through the requisite state forms and put her in contact with an academic advisor at CSU–Hayward. Genoveva says, "We have not had any trouble with getting our out-of-state people through." The fact that the district assists new hires with credential information and refers them to the excellent advising and support systems available at CSU–Hayward is the main reason that New Haven's out-of-state teachers get through the credentialing maze. The university support is important; out-of-state teachers need to meet California's university subject matter competency requirements and this nearly always means a significant amount of additional coursework. Because Sue had already passed CBEST, this did not prove a hurdle. Had she not taken or passed the exam, she could have gone to the math tutoring program at Logan High School for support.

By December, both Sue and her new colleagues could not have been happier. In the principal's evaluation, her only concern was that the school had not yet taken full advantage of Sue's knowledge and skills.[4]

ELECTRONIC DOCUMENT MANAGEMENT SYSTEM[5]

It is all about gathering, accessing, and manipulating data.

Roger Hoyer, Associate Superintendent for Technology

The New Haven personnel department also played a leading role in the development of the district's electronic document management system (EDMS). EDMS stores data electronically. Once stored and indexed, the data can be retrieved by multiple users from multiple sites simultaneously. Basically, the process involves

[4]Early in 1998 Sue's husband found that he was to be transferred to southern California. Because she was now in the same time zone and had her credential ducks in a row, Sue believed locating a teaching position would not be as dramatic as it had been the previous year. She applied to five districts in Los Angeles and Orange counties. All five responded that they did not know if and when they would be hiring or how many positions would be available. They told her maybe June, July, or August. As of the end of June, only one district had informed Sue that they would start interviewing soon. Despite repeated phone requests for information, she has not heard a single word from the other four.

[5]The discussion that follows skirts technical and how-to issues. Three documents written by O'Laughlin and Hoyer for the American Association of School Personnel Administrators are quite thorough on these issues:

"The Paperless Personnel Office: An Electronic Document Management System Makes It Possible"
"Enhancing Human Resources through Technology: Doing a Technology Audit"
"The Internet in the Personnel Office: Maximizing the Potential"

All three documents are available from AASPA and can be purchased by phoning (757) 340–1217.

- scanning (turning images and text into computer-storable form if not originally received in electronic format);
- indexing those documents in a retrievable system; and
- storing (archiving) the data in a server or an optical jukebox.

At that point, it is simply a matter of either accessing the information via a networked computer, printing it out, or transferring it to others via fax or modem. In simplest terms, EDMS archives everything that used to be on paper and gives staff members immediate access to it from their desks. It is a digital world.

The district objectives for electronic document management were to provide and implement a system that

- was cost effective;
- provided fast access to all current and archived documents, records, and data at the workstations of authorized students and staff;
- improved the readability of documents over existing forms of document storage;
- decreased the amount of physical space needed to store documents;
- included FAX receive and send capabilities at all client workstations;
- allowed the district to minimize the need for hard copy storage in accordance with current law; and
- enabled CD-ROM publishing of selected documents or files.

EDMS has proved to be all that it promised and more. In New Haven, it provides numerous advantages over old paper-dependent systems including

quick access to information—within seconds any document (text, color photos, video, blueprints) can be accessed at the desktop by any user;

multiple-user access—the same information can be accessed by multiple users from multiple locations simultaneously;

instant communication—once accessed, documents can be printed or sent electronically directly to those who need them;

security—since the document is never physically removed from a file, it cannot be lost or misfiled. Individuals can be given access to the system using multiple levels of security with only appropriate users allowed to alter or delete documents from the system;

automatic indexing—documents can be automatically indexed as they are put into the system, which allows for thorough computer searches for information;

quality of documents—the system provides for electronic enhancement of inferior images and automatic enlargement of images or selected parts of images;

saving space—the elimination of the need to store paper eliminates the need for file cabinets or central file areas, which can consume large amounts of space;

accessible, current, and complete records—once documents have been entered into the system, all users have complete, up-to-date records to work with from their desktops;[6]

conversion to paper—when necessary, it is very easy to convert any stored record to paper via a printer; and

processing of forms—any form that requires processing by a number of individuals can be electronically generated and forwarded to the appropriate individuals in the appropriate order for processing without ever creating a piece of paper or risking loss.

In the past several years, New Haven has developed electronic systems for

- on-line access and monitoring of budgetary and financial information with comprehensive, user-defined display and printout formats;
- electronic audit and control of payment activity;
- real-time editing of budget activity, cash deposits, journal entries, and all financial transactions;
- electronic controls, edits, and reporting functions for state-mandated reports;
- establishment and control of accounts by fiscal year, with the ability to define and manage all activity; and
- cash management controls and "What if?" projection forecasting to facilitate short- and long-range planning.

The district does not use bells and whistles for flash. As Hoyer points out, "We take every function we do and ask, 'Should we be doing this?' If the

[6]The Nolan Norton Institute estimates that as much as 60% of an employee's time used to be spent looking for information. (New Haven could hire their credential analyst with the money thus saved and still have unspent savings.) Again according to the Nolan Norton Institute, EDMS increases transaction volume per employee from 25–50%; reduces clerical staff by 30–40%; lowers storage space requirements from 50–80%; and cuts transaction times up to 100%. The environmental issue cannot be ignored either—that is, is the paper generated in this country worth the 4 billion trees cut down annually to produce it when there is an easier and more efficient paperless alternative?

answer is yes, we ask, 'How can we do it better?'" Their electronic bells and whistles allow the district to do many things better.

The district generates at a moment's notice, by school, the number of students enrolled in previous years, the number of students currently enrolled, and the projected enrollment upon which they base hiring decisions. They can, with simple manipulation of databases and spreadsheets, forecast with uncanny accuracy just what their needs will be and thus act with confident precision in early hiring.

The district, through the consortium to which it belongs, created a credential monitoring program. The program draws data from both the student system and the personnel system and produces a credential assignment report. The report shows what credentials each individual holds and the assignment that the individual has. If the individual does not have an appropriate credential for any part of the assignment, the name appears with an asterisk next to it. The California legislature mandates county offices to audit districts on a regular basis in terms of their teaching assignments. The preparation for the audits is time consuming—but not in New Haven where the report requires no preparation time at all as long as assignments have been appropriately made. Site administrators also use the credential reports to help locate the qualified people for their emerging site needs.

At tax time, the payroll department automatically downloads 2,300 W2 forms into the employees' electronic file with no paper and no people time.

FROM WHENCE THE KNOW-HOW?

> There are some good ideas—like EDMS—that we did not find in districts. The vendors could not help us find them in educational settings either. This will probably be true with video conferencing as well. We may see the technology in a business application, but we will need educators to invent how the technology and the ideas can be used productively in educational settings.
>
> *Jim O'Laughlin*

There is an easy allure to the idea that all a district needs to do to be like New Haven is to go to the local software store, buy a couple of application programs, and then hire a few consultants from the business community to show them how to do it right. Would that it were so simple. O'Laughlin is adamant in this regard: "I can tell you how not to do it. (1) Don't buy it off the shelf. (2) Don't do anything without input from the people who will be using it."

One cannot buy quality educational applications off the software shelf because they do not currently exist. The core reason is not lack of need but

that programmatic adaptations, especially educational adaptations, are difficult. The kinds of educational applications described above are not as simple as balancing a checkbook. Personnel functions are extremely complex and require very sophisticated software. Vendors of existing programs initially do not understand the tremendous numbers of variables involved. Aside from the variables of organizational needs, contract limitations, and life interventions common to most enterprises, schools have the continually fluctuating variables of position changes (based on changes in student populations), costs (e.g., new credentials for teachers), funding sources (e.g., the state budget is often finalized months after commitments have been made to individuals), and site-based management decisions.

Second, despite good intentions and what would seem a lucrative untapped market, few vendors focus on this market and, therefore, there are few solutions specifically developed for educational needs. Software limitations are frustrating for personnel administrators who frequently attempt to use retrofitted software packages for hospitals or other organizations to do the work of educational personnel—packages that seldom meet the wide variety of needs in personnel. Lack of adequate, let alone educationally appropriate, documentation is another major problem with retrofitted software. Even if the software has some value, without documentation, individuals may not even be able to learn or use what it can do. In addition, the kind of integrated system New Haven has constructed requires significant technical compatibility so that the system can interface with previous, existing, and future software.

Finally, successful businesses know the business of business, but the business of education is another ballgame. Clearly there are productive intersections possible (and necessary) between the business and educational communities. Roger Hoyer is well aware of these productive intersections:

> I don't shy away from business. I go to trade shows. What business is using can be applied. EDMS came from my conversations with insurance companies. When I went to investigate through site visits, I went to Genentec, the Palo Alto Police Department, and the Hewlett-Packard personnel department. But you can't buy it. You have to learn from the opportunities that vendors are providing to business. Now, business is coming to us for site visits. Last week United Airlines came here. You have to know your own business and what you're trying to accomplish—then get ideas that you can rearrange and make work.

Educational Consortia

New Haven did not succumb to the easy allure of simple solutions to complex problems. Still, they had passed these bond levies. District leadership, teachers and students, and the community wanted to move ahead. They

needed help—help with the complexity of the issues and help with resources—and, as usual with New Haven, they recognized the key resources as human knowledge, skills, and dispositions.

New Haven is a charter member of a consortium with other school districts throughout the state, the California Educational Computer Consortium (CECC). In their 1996 newsletter feature article about the CECC, Hewlett-Packard (most consortium members find that Hewlett-Packard best meets their hardware needs) wrote:

> The CECC was originally formed in 1987 to address a number of issues related to third party software then available for the education market. These issues included:
>
> poor software quality
>
> lack of standards
>
> lack of new development
>
> inadequate user support
>
> financial stability of vendors.
>
> Ultimately, the central problem was perceived as a lack of control on the part of educational institutions who purchased the software. An organization to develop financial software "for the schools, by the schools" seemed to be the best remedy.

The CECC has developed solutions that meet everyone's needs for a fraction of the cost of individual districts developing their own. Members of the group feel strongly that their cooperative efforts result in a higher quality product. A consortium also offers the advantages of several different users applying the same software when it comes to problem solving and developing enhancements. One member of the group argued, "In many cases, this is the only way to produce quality software that will meet the user's needs."

O'Laughlin has no difficulty generating an enthusiastic endorsement of consortia of educators working together, but does not underestimate the labor involved: "Consortia are the answer. They leverage dollars, provide noteworthy networking, collaborative learning—and great technical specs! Educators have to do the work together."

Teacher Development: Induction for All Newly Hired Teachers

> In my first few years of teaching, I wondered if I would ever BE a successful teacher. Since then, I have come to realize that teaching is a matter of BECOMING, a process of discovery, refinement, and then further expansion. Tennyson captured this idea when he said, "I am part of all that I have met. Yet all experience is an arch wherethro gleams that untraveled world whose margin fades for ever and for ever when I move. How dull it is to pause; to make an end, to rust unburnished, not to shine in use!"
>
> *Web page message written by Ann Igarashi Boylan, Alameda County Teacher of the Year, 1995 from Alvarado Middle School*

Those who dare to teach must never cease to learn.

Socrates

he New Haven district does not think of teacher education as something that ends when a teacher gets a job. They know and act upon the belief that a teacher is not something one becomes but is something one is always becoming. They acknowledge the reality that good teaching requires, and good teachers demand, continual education. Thus, New Haven was one of the first districts in California to implement a Beginning Teacher Support and Assessment (BTSA) program that provides support for teachers in their first two years in the classroom. Since its inception in 1993, New Haven's BTSA program has served more than 330 beginning teachers. In 1997, the program received a state expansion grant to serve additional teachers in partnership with a neighbor district starting its first BTSA program.

WHAT DOES A BEGINNING TEACHER RECEIVE?

All teachers new to New Haven participate in a five-day district-sponsored orientation that includes work with veteran teachers at the school site, technology workshops, and preparation time before the arrival of students. In addition, first-year teachers receive BTSA support in four main areas: a support team, professional development opportunities, release time and financial support for supplies and materials, and monthly support meetings.

At the time of hiring, principals assign each beginning teacher a support team made up of a partner teacher, the site mentor, and/or the BTSA specialist, with additional members as deemed appropriate. A partner teacher is a teacher at the same school in the same grade level or subject area with release time to work with the new teacher. A site mentor is a teacher from the same school who receives release time (the amount of release time depends upon the number of beginning teachers at the site) to use his or her special training and skills with both partner teachers and beginning teachers. BTSA specialists tend to be full-time district-employed teacher educators. The district pays the support team with a combination of state BTSA funds ($3,000 per new teacher) and base district funds (a minimum of $2,000 per new teacher). With these funds the district hires

- five BTSA specialists (equivalent to three FTEs) who coordinate the work by level—two half-time K–4 specialists serving the six elementary schools, one full-time middle school specialist serving the three middle schools, and two half-time high school specialists serving the two high schools;
- a site mentor for each school in the district with release time provided that is dependent upon the number of beginning teachers at each site (usually in the neighborhood of six periods per week); and
- a partner teacher for each teacher new to the district with weekly release time arranged through the site principal (who undergoes a thorough BTSA training to assure his or her understanding of the function and needs of the program), as well as two full release days to be taken with one's beginning teacher.[1]

All teachers who serve in BTSA support provider roles participate in a three-day BTSA training. The district pays for the time of the participants and the trainers. The state provides the training workshops for the district-based workshop providers.

[1]The three roles are not mutually exclusive and can be held by the same person. Thus teachers have the opportunity to serve at multiple levels of time commitment. This greatly enhances teacher participation as they have a choice about how much they want to leave their classrooms.

The BTSA specialists assign, implement, and coordinate support to the beginning teachers and their support providers who work with and train site mentors and partner teachers. They are responsible for

- coordinating support systems for new teachers;
- observing and conferencing with beginning teachers;
- scheduling support conferences and observations with site mentors, partner teachers, and beginning teachers;
- facilitating the writing of the Individualized Induction Plan (IIP);
- conducting inservices;
- modeling lessons for beginning teachers;
- assisting site mentors and partner teachers; and
- facilitating the final assessment.

The site mentors, who usually continue to work as classroom teachers,[2] are responsible for

- holding monthly site meetings;
- modeling lessons for beginning teachers;
- arranging release time for new teachers and their partner teachers;
- supporting the development of the Individual Induction Plans;
- coordinating site-level support for new teachers;
- assisting new teachers with locating supplies;
- providing technology support;
- assisting partner teachers; and
- meeting with the BTSA specialists to keep them informed of the needs of their site.

The partner teachers help beginning teachers on a one-to-one basis with the day-to-day logistics of teaching. They assist with

- lesson/unit planning (including providing content-specific materials and pedagogies);
- modeling lessons;
- grading procedures;

[2]For instance, Annette Iwamoto, a fourth grade teacher at Searles Elementary, is released six periods a week and coordinates support to new K–4 teachers.

- writing substitute and classroom management plans; and
- helping new teachers prepare for parent conferences, open house, and back-to-school night.

The conceptual core of the BTSA program, and of the support team's work, is an integrated formative assessment system for beginning teachers based upon the California Standards for the Teaching Profession (CSTP). In simplest terms, the system contains six steps (see Appendix A for samples of support materials):

- a CSTP-based picture of teaching performance based upon formal observations by members of the support team as well as self-assessment data collected by the beginning teacher;
- construction of an IIP by the support team consisting of personal developmental goals for improvement;
- initial development of a growth portfolio documenting growth over time toward the goals outlined in the IIP;
- a second CSTP-based picture of teaching performance based upon another set of formal observations by members of the support team, the growth portfolio, and other self-assessment data;
- revision of the IIP including taking stock of performance following a second data gathering process and establishing new growth goals as needed; and
- end-of-year assessment summary taking place in an interview format with the support team.

The classroom observations follow the district's BTSA observation cycle:

- pre-observation conference (establish rapport; identify focus in concrete terms; identify other possibilities; agree on day and time; set a time for post-observation conference);
- data collection (choose data collection format—general narrative, classroom observation short form, etc.);
- data analysis (review pre-observation notes; summarize data; interpret data focusing on strengths and stretches);
- post-observation conference (bring all data; review pre-conference; present observation data; encourage student tea to analyze data, share summary sheet; store summary sheet); and
- classroom implementation (what will the candidate do with this assessment information?).

By linking the CSTP with the district's teacher performance and evaluation processes, new teachers learn the professional norms of the district and BTSA support personnel do not have to learn another set of processes. Partner teachers, site mentors, and BTSA specialists ensure the security and confidentiality of BTSA-generated assessment data. Administrators keep the members of the support team informed of any concerns they may have about beginning teachers, but they do not have access to the BTSA assessment files.

In addition to the more formalized role of the support team members, partner teachers, site mentors, and BTSA specialists also make themselves available to model lessons in the new teacher's classroom. Speaking of the support team, one first-year teacher reminisced: "You never had to look for help—it was always there. It is so different with friends I talk with from other districts who are always being told don't be a pest." Part of the reason for the mutually supportive relationships of the teams is that the BTSA team knows that the relationship between beginning teachers and their support providers takes time and energy to develop. The district provides time to both beginning teachers and support providers. In addition, teams consciously work on the basics of partnership: (a) trust building, (b) meeting as a matter of routine not just when needed, (c) keeping commitments, (d) knowing and respecting each others' needs, and (e) accessing others outside of the team to work through hurt, anger, or confusion.

First-year teachers also have opportunities throughout the year to attend a variety of inservices—some specifically for beginning teachers, others for all who wish to attend. BTSA-specific workshops for which beginning teachers receive district professional development credit include

diversity training—a district-designed and enacted workshop that (a) encourages participants to develop an understanding of how their beliefs, values, and behaviors impact their classroom practice; (b) examines the obstacles to success that culturally and linguistically diverse students face in the educational system; (c) articulates an action plan in which teachers identify and commit to concrete steps for becoming culturally responsive and responsible educators (see Appendix C);

stress management—a district-designed and enacted workshop that offers (a) mental, emotional, and physical strategies for identifying and coping with stress both in and out of the classroom, (b) problem solving strategies that relate to the beginning teacher's IIP focus area, and (c) strategies for working with peers and parents;

issues in special education—a district-designed and -enacted workshop that focuses on (a) the special learning or discipline issues that workshop participants are finding hard to handle, (b) working with a

variety of special-needs students, and (c) supportive input from a panel of district teachers with a history of success in supporting the achievement of children with learning challenges;

cooperative learning—two district-designed and -enacted workshops that provide opportunities for beginning teachers to (a) participate in cooperative learning lessons, (b) learn strategies for teaching students social skills, and (c) develop classroom team-building activities; and

Fred Jones Workshops—series of seven workshops presented by certificated trainers that provides beginning teachers with support in (a) classroom structure, (b) limit setting, (c) responsibility training, (d) back-up systems, (e) anatomy of a structured lesson, (e) corrective feedback, (f) lesson design, (g) lesson presentation, and (h) incentives for diligence and excellence (see Appendix C).

In addition to the support team process and the professional growth opportunities, New Haven beginning teachers receive a small stipend to purchase classroom materials. Of more worth, according to the beginning teachers, are the two release days they receive to observe other teachers, to collaborate with their partner teachers, or to work on their own BTSA growth portfolios.

Beginning teachers in New Haven receive a fourth type of support—monthly support meetings for new teachers. The meetings, facilitated by BTSA specialists, are held after school or in coordination with release days and provide

information on professional growth requirements;

management strategies;

instructional strategies;

classroom problem solving;

content-specific pedagogy; and

portfolio development.

These "objectives" are achieved through activities that the beginning teachers can use in their own classrooms. Beginning teachers report that the opportunities to share triumphs, challenges, and goals and to brainstorm issues and concerns are "sanity savers." One first-year teacher said of the monthly meetings: "You walk in dead tired and depressed and she's got food and a smile. She always, *always*, has an idea. She *always* knows how you are feeling and what you need professionally."

The 1997–98 BTSA Timeline demonstrates how New Haven combines the four categories of beginning teacher support into a coherent whole using the elementary BTSA program as the exemplar.

Beginning Teacher Support and Assessment

1997–98 BTSA Timeline

August

New Teacher Orientation

District Tour

Union Presentation/Luncheon

Site Orientation

Workshops on Classroom Management, Self-Esteem, Team Building, Lesson Planning (half-day each)

Make-It and Take-it

September

Day-to-Day Support from Partner Teacher (during school day)

Weekly Check in by Site Mentor (during school day)

Monthly BTSA Cohort Meeting (after school with food)

Classroom Visits from BTSA Specialist and Administrator (during school day)

Fred Jones Training (three hours after school)

October

Monthly BTSA Cohort Meeting (after school with food)

Release Day for Beginning Teacher and Partner Teacher

Observation of Colleagues (release time)

Development of Focus Area for Individual Induction Plan (during school day)

Fred Jones Training (three hours after school)

November–December

Monthly BTSA Cohort Meeting (after school with food)

Implement New Goals/Strategies

Observation by BTSA Specialist (during school day)

Fred Jones Training (three hours after school)

January

Monthly BTSA Cohort Meeting (after school with food)

Observation by Partner Teacher (during school day)

Fred Jones Training (three hours after school)

February

Release Day

Special Needs (K–12) (full day)

Interim Induction Plan: 3-way conferences to assess progress of goals and set new goal (during school day)

Monthly BTSA Cohort Meeting—Spaghetti dinner (evening)

Fred Jones Training (three hours after school)

March

Monthly BTSA Cohort Meeting (after school with food)

Observation by Mentor Teacher (during school day)

Cultural Diversity Workshop (release day/full day)

April

Monthly BTSA Cohort Meeting (after school with food)

BTSA Celebration Event

Fred Jones Training (three hours after school)

May

Monthly BTSA Cohort Meeting (after school with food)

Final 3-Way Conference (during school day)

To assess progress towards goals

Development of new goals for September

Fred Jones Training (three hours after school)

Second-year teachers (BTSA 2s) continue work on the IIP developed during their first year with the same support team and process. That is, BTSA 2s continue to do classroom-based research on their own practice but documented in more sophisticated portfolio entries. Formal CSTP-guided observations conducted by trained partner teachers and BTSA specialists continue to support second-year teachers.

In addition, BTSA 2s select from a variety of workshops designed specially for them. The district determines the topics of the workshops from the results of a questionnaire completed by teachers in June of their first year of teaching. Second-year teachers receive credit on the district's salary scale for participating in the after-school workshops called the BTSA 2 Academy. Beginning teachers chose the following content for the 1997–98 BTSA 2 Academy:

October: choice of special-needs children (especially English Language Development students) or technology;

November: the workshop not taken in October;

January: integrating art into the curriculum;

February: music and dance integrated into the curriculum or social science strategies;

March: literacy;

April: technology;

May: technology.

New Haven is not alone in offering a partner teacher for a shoulder to cry on, half-day workshops, and a portfolio process. What separates New Haven from most districts is the way the three link to provide sustained learning opportunities connected to continuous coaching for effective professional development. The workshops come from the identified, practice-based strength, interests, and needs of beginning teachers. The district, through its first-year BTSA process, provides guidance and support to help teachers base their self-identified strengths, interests, and needs on data—particularly classroom-based observation data and student achievement data. In the second year, the content of these workshops is supported both by the continuing portfolio inquiry and support from more experienced site-based teachers.

THE BTSA NEWSLETTER

Each month the BTSA specialist produces a newsletter—a packet of information that includes interesting dates and activities commemorating those dates. Beginning teachers learned that October, for instance, includes Fire Prevention week, Edison Lamp Day, Columbus Day, Poetry Day, UN Day, Halloween, as well as the anniversaries of the Sputnik launch, the first talking film, the first live TV broadcast from a spaceship, and the opening of P. T. Barnum's Greatest Show On Earth. For each of the October happenings, the newsletter contained content-specific and integrated activities for use leading up to those events. The October newsletter ended with the shot-in-the-arm and healthy diet advice reproduced here.

43

Congratulations! You have made it to month #2. That is significant because month #1 is the most difficult. Between trying to learn the workings of your school, meeting initial deadlines, and establishing a smooth classroom routine, anyone would feel stressed. Believe me, it will get better.

Here are some tips that might be helpful.

1. Make lists of things you must do.
   Planned time = less wasted time = less stress
2. Put dates, deadlines of any kind on a calendar.
3. Save some time for yourself, friends and family.
4. Borrow ideas from other teachers. *Ask questions!*
5. Follow the Stress Diet (see below).

Feel free to call me with any questions that come up, or if you would like some ideas on developing curriculum.

STRESS DIET

Breakfast

1/2 grapefruit
1 slice whole wheat toast
8 oz. skim milk

Lunch

4 oz. lean broiled chicken breast
1 cup steamed zucchini
1 Oreo cookie
herb tea

Mid-Afternoon Snack

rest of the package of Oreos
1 quart rocky road ice cream
1 jar hot fudge

Dinner

2 loaves garlic bread
large pepperoni and mushroom pizza
large pitcher of beer
3 Milky Way candy bars
entire frozen cheesecake eaten directly from the freezer

Diet Tips

1. If no one sees you eat it—it has no calories.
2. If you drink a diet soda with a candy bar, they cancel each other out.
3. When eating with someone else, calories don't count if you both eat the same amount.
4. Food used for medicinal purposes NEVER counts, such as: hot chocolate, brandy, toast, and Sarah Lee cheesecake.
5. If you fatten up everyone else around you—then you look thinner.
6. Movie-related foods do not count because they are simply part of the entertainment experience and not a part of one's personal fuel, such as Milk Duds, popcorn with butter, Junior Mints, and red licorice.
7. Cookie pieces contain no calories. The process of breakage causes caloric leakage.

In its integrated entirety, the BTSA program in New Haven enhances educational outcomes for children in multiple ways:

- It provides grounded, standards-based support for beginning teachers to continue to become better teachers.
- It keeps highly qualified and highly committed teachers in the profession.
- It provides opportunities for experienced teachers to simultaneously become better teachers while taking up the professional responsibility to assure that the people entering teaching maintain and expand the care and competence with which they began their careers.
- It builds expertise and shared norms of practice (e.g., it is not just the principal [with no time] with sole responsibility for supporting teaching quality).
- It breaks down the isolation that is anathema to the teaching our children deserve and our communities require.

THE TEACHER DEVELOPMENT BUSINESS—PRESERVICE

New Haven realized that if they wanted good teachers they would, as a district, have to collaborate with a teacher education program and enter into the business of teacher development—from recruitment to retirement. Their work is professional education as much as recruitment. Donna Uyemoto, Director of Personnel, notes: "We're not just doing it for us. It is not just to fill our needs, but to educate teachers well for California. We can't even hire all the people we want and who want us from our internships. We can provide a quality teacher education program."

Jim O'Laughlin is quick to credit CSU–Hayward for the caliber of the district's preservice teacher development efforts:

> The uniqueness of our program is based on the unique collaborative relationship we have developed with Cal State Hayward. This is dependent upon their willingness to collaborate and truly partner with a school district in teacher preparation. Without the assistance of Dean Towner and Department Chair Jim Zarrillo, we would never have been able to create the program we have. There are individuals at the university who do not think that working in this way with a district is the way to go. They could have persuaded less visionary leadership not to enter into such a collaborative partnership.

THE SINGLE SUBJECT PARTNERSHIP PROGRAM (SSPP)

> During the last few years, I've often heard new teachers saying they didn't learn much while preparing for their credential. So, I reluctantly looked for a credential program knowing that I just had to fulfill this requirement to become a teacher. In the last two months, I have radically changed my mind about the lack of opportunities for excellence in education and training for future teachers. I consider myself lucky to be part of the cohort at New Haven. Being in the program has already been a rewarding experience. Indeed, prospective employers seriously consider my candidacy because I am being educated in New Haven.
>
> *SSPP Candidate, 1997–98 Cohort*

In 1993, with CSU–Hayward, the New Haven Unified School District designed the Single Subject Partnership Program (SSPP), an innovative combined preservice and internship teacher education program based in district schools that simultaneously educates teachers while protecting and providing quality education for students. As of June 1998, the SSPP had prepared more than 110 credentialed teachers.

California offers two routes to credentials. One is a fifth-year post-baccalaureate program consisting of a number of state-required courses and two sets

of field experiences. The California Commission for Teacher Credentialing (CTC), the state's professional standards board, accredits these programs. Every five years the CTC evaluates these programs using a visiting review team with the responsibility for determining if the institution and the programs within that institution meet state standards. The other route is an internship where, in most cases, an individual receives a teaching position and then learns the rudiments of the profession while employed full time as an instructor of record with full responsibilities for the care of children. Intern routes can be offered either by institutions of higher education (which have to meet state standards) or districts (which do not have to meet state standards). New Haven's internship is offered through CSU–Hayward. Notably, CSU–Hayward also chooses to be a member of the National Council for the Accreditation of Teacher Education (NCATE), so the New Haven internship model undergoes both state (CTC) and national (NCATE) review processes.

In addition to the effects on children served by unprepared instructors, many teacher educators in the state express two concerns regarding internship programs. First, internship programs often lack coherence and continuity as interns take whatever courses they can at the times their schedules match the course offerings. Second, internship candidates cannot take advantage of the opportunities for learning that the program may provide because of the stresses and time demands on full-time instructors of children. As a result, they often succumb to classroom survival techniques rather than quality teaching.

The SSPP combines elements of internship and traditional preparation routes for preparing candidates to meet high teaching standards for secondary school teaching. The curriculum is jointly planned and delivered by university professors and district faculty to provide for close articulation of all district, school, and university activities. Most of the academic coursework is delivered in the district for candidate convenience as well as a physical modeling of the conceptual melding of theory and practice. Beginning officially a month before school starts, approximately thirty students work closely together as a cohort for an entire year. Each credential candidate, working closely with a partner teacher for the entire year, is welcomed as a full member of the school faculty. This includes participation in new teacher orientation as well as all professional growth opportunities offered by the district for its teachers.

Program Overview

SSPP teacher candidates can be either traditional teacher education candidates or part-time interns; the program requirements are the same for both. In the following description, unless otherwise noted, both groups of students follow the same path. Because of the full integration of university and district

in the preparation program, it is difficult to distinguish the university components from the school components of the program. There are content-specific pedagogy courses that SSPP teacher candidates take on campus with other university students, but beyond this, SSPP students remain in their cohort, participating in course work and field experiences that are planned, taught, and evaluated by both university and school-based educators.

Coursework Content

Because New Haven and CSU–Hayward built the SSPP around the CSTP, some may find it difficult to locate candidate opportunities for learning, practicing, and assessing the "traditional" content of teacher education. A cross-referencing of the SSPP program documents that students have multiple opportunities for learning the following course content in the presented sequence. (See Appendix D for a full listing of the scope and sequence mapped onto the CSTP.) Most course content appears in more than one time period because of the consciously recursive program design. (Objectives are placed under headings of conventional courses where they would be taught in a traditional teacher education program.)

Sequence of Traditional Teacher Education Content in the Single Subject Partnership Program

47

AUGUST–SEPTEMBER

Psychological Foundations in Secondary Education

Identify theories of human development, both cognitive and social, particularly as they relate to working with adolescent youth;

Read professional literature related to theories of learning and relate it to the organization of instruction;

Read professional literature on effective teaching and consider its usefulness in teaching;

Consider the appropriateness of different approaches to teaching as related to the objectives of the lesson;

Demonstrate an understanding of the complex nature of motivation and the teacher's role in facilitating student motivation;

Describe the influence of the family on student learning and how the teacher can communicate with parents and students for improved learning;

Describe the social and psychological factors that empower students in the educational system.

Classroom Management

Select approaches which address the needs of students with diverse backgrounds;

Select approaches which promote a positive learning environment and foster mutual respect among students;

Apply approaches in the classroom, documenting results of their use;

Assess his/her own attitudes about learning environments;

Use effective communication with parents and professionals to support student's learning;

Demonstrate knowledge of the laws of California that particularly apply to classroom management issues.

Social/Cultural Influences

Identify significant philosophical, political, educational, and pedagogical influences on secondary education in the United States.

Principles of Education

Identify basic components necessary in development of lesson plans;

Choose a topic and plan different lessons on it following different instructional models;

Choose the most appropriate instructional model(s) to use when teaching a given objective;

Prepare and use strategies, techniques, activities, and materials that capitalize on students' prior experiences and learning preferences;

Write several clearly stated lesson plans in which the instructional objectives, teaching strategies, classroom materials, and assessment plans are coordinated and consistent with each other;

Use a variety of media when planning and delivering a lesson;

Explore the research on effective teaching practices.

Professional Responsibilities

Describe the legal rights and responsibilities of teachers, students, and parents and relate that knowledge to practical issues;

Describe the "code of ethics for the teaching profession" and discuss ethical problems facing teachers.

Content Literacy

Demonstrate understanding and application of the reading process in content classes.

Classroom Computing

Use the ClarisWorks word processor to write, edit, format, save and print;

Use the ClarisWorks database to design and construct a database;

Search, sort, and print reports that locate information;

Select appropriate database applications for the classroom;

Use ClarisWorks to combine text and graphics;

Determine classroom appropriateness and effectiveness of commercial and/or public domain software;

Use the Internet to access libraries, databases, and e-mail.

SEPTEMBER–DECEMBER

Psychological Foundations in Secondary Education

Describe the influence of teacher expectations on student achievement;

Describe receptive and productive stages of age development.

Classroom Management in the Secondary Schools

Distinguish among strategies that are supported by empirical evidence, condemned by empirical evidence, and those for which no empirical evidence is found;

Manage and respond to student conduct effectively in a variety of classroom activities: small-group and whole-class activities;

Describe the interaction between instruction and classroom management and identify different classroom management approaches.

Social/Cultural Influences

Identify the most significant philosophical, political, educational, and pedagogical influences on secondary education in the United States;

Describe how the cultural identity of students can affect their experiences in secondary classrooms;

Discuss the historical experiences of ethnic groups in public schools, noting relevant state and federal law/policy;

Analyze the historical experiences of young women in public schools, citing relevant state and federal law/policy.

Content Literacy

Describe classroom practices and instructional materials in reading and language arts that promote educational equity, and ones that undermine equity, among students from ethnically, culturally, racially, and linguistically different backgrounds, and who are of different gender, socioeconomic levels, and with challenging conditions.

ESL Methods in the Secondary School: Language and Literacy

Describe program models for LEP students in secondary schools and those models in relation to relevant state and federal laws;

State the basic principles of second language acquisition theory underlying current best practice in ELD;

Define the characteristics of a communicative-based approach to ELD in the context of the secondary classroom;

Design lessons following the principles of communicative approaches for secondary LEP students;

Design ELD lessons for secondary LEP students which foster the acquisition of literacy;

Discuss the appropriate context and describe the instructional strategies for teaching ESL through content to secondary LEP students;

BEST COPY AVAILABLE

Describe the concept and define the appropriate instructional context for SDAIE in the secondary school;

Describe the criteria, standards, and process for the identification and redesignation of LEP students;

Demonstrate knowledge of relationship between bilingual education and ESL instruction.

Second Language Acquisition

Demonstrate knowledge of how first language acquisition and development compare with second language acquisition and development;

Demonstrate knowledge of English language structure and use, including phonology, morphology, syntax, and semantics;

Demonstrate knowledge of sociocultural variables which have an impact on second language acquisition and development;

Demonstrate knowledge of language policy issues and their impact on program planning and development;

Demonstrate knowledge of the role of English as a second language in bilingual education;

Demonstrate knowledge of the origins and current status of language varieties such as Black English and Chicano Spanish;

Demonstrate knowledge of psychological factors which affect first and second language acquisition and development;

Demonstrate knowledge of the role of language in the education of minority groups in the United States.

Classroom Computing

Use ClarisWorks to create a whole-class presentation;

Plan instruction using telecommunications to enhance the curriculum.

JANUARY–MARCH

Multicultural Education

Define "culture" including: different perceptions of culture, intragroup differences, the effect of physical geography on culture, and the phenomena of cultural congruence;

Provide examples from cultural groups for each of the following manifestations of culture: social customs and mores, rituals and ceremonies, work and leisure systems, health and medicine, roles and status, family socialization, the arts, and communication systems;

Compare and contrast the educational systems among cultural groups;

Demonstrate proficiency in the following data-gathering techniques for learning about students: observations, home visits, interviews;

Provide examples of each of the following aspects of cultural contact: assimilation, accommodation, acculturation, deculturalization, pluralism, biculturalism;

Explain the dynamics of prejudice, including: racism, ethnocentrism, stereotyping, and institutional racism;

Describe the historical patterns of cultural diversity in the United States and California;

Describe the historical patterns of migration and immigration of the United States and California, including "push/pull" causes, federal and state law, and resources available to immigrants;

Describe the current educational status of ethnic groups, such as immigrants from Mexico, Central and South America, Southeast Asia, and African Americans;

State the principles of a culturally responsive pedagogy including: teacher-student interaction, classroom organization, curriculum adaptation, parental involvement, and strategies of managing cross-cultural contact.

Psychological Foundations in Secondary Education

Facilitate development of students' cognitive skills considering their diverse cultural, linguistic, racial, ethnic, and socioeconomic backgrounds.

Social/Cultural Influences

Describe the major components of current state and federal law on the education of children with challenging conditions;

Discuss the influence of religious groups on the foundation of U.S. public schools, the historical status of religious minorities in U. S. secondary schools, and the current influences of religious groups on educational policy;

Analyze the impact of social class on the quality of education in U.S. secondary schools.

Professional Responsibilities

Describe the impact of social, political, and economic issues on linguistically and culturally diverse groups.

Content Literacy

Demonstrate the ability to provide access to core curriculum textbooks and other reading material; adapting and relating it to student backgrounds and interest by using teaching strategies that are effective for all students.

Subject Specific Methods

Use appropriate professional activities, professional journals, and/or associations;

Develop a series of daily lesson plans placed in a logical sequence of instruction and learning;

Review the appropriate California State Curriculum Framework(s);

Analyze and use resource materials from local, regional, and national sources;

Identify and use various teaching methods appropriate for candidate's subject area;

Explore and discuss controversial issues unique to the subject area;

Identify and explain different patterns of secondary organization and how the patterns influence the curriculum;

Use a variety of technologies when planning and developing a lesson;

Design lesson plans that involve the student in using technologies;

Use a variety of evaluation techniques appropriate to the candidate's subject area;

Diagnose and prescribe appropriate learning experiences to meet individual differences;

Identify appropriate instructional strategies and materials for delivering core content to LEP students with intermediate fluency in English.

Classroom Computing

Use Hypercard's or HyperStudio's card, button, field, and paint features;

Design, create, and test a Hypercard or HyperStudio stack;

Identify areas in the curriculum where student-created Hypercard/HyperStudio projects would enhance the learning process.

MARCH–JUNE

Secondary Education

Interpret scores on standardized tests (nature of standardized tests, strengths and weaknesses of different kinds of test scores, and validity);

Demonstrate an understanding of current thinking concerning the nature of intelligence and the strengths and weaknesses of tests of general intelligence;

Demonstrate an understanding of how social and cultural factors affect administration, interpretation, and use of standardized achievement and intelligence tests;

Identify the characteristics of valid and reliable classroom tests designed to assess instruction and learn techniques for assessing the validity of such tests.

Professional Responsibilities

Describe the legal rights and responsibilities of teachers, students, and parents and relate that knowledge to practical issues;

Describe the "code of ethics for the teaching profession" and discuss ethical problems faced by teachers;

Reflect on the student teaching experience to make connections with current reform recommendations;

Read about and critique current issues and problems in education;

Synthesize the five CSTP domains by completing a portfolio.

Content Literacy

Motivate student interest in content literacy activities;

Demonstrate an understanding of the reading process and its application in content classes;

Plan a unit of instruction in a content area that includes activities which build vocabulary, strengthen reading comprehension, and develop study skills.

Classroom Computing

Demonstrate a knowledge of current issues involved in the integration of technology in instruction.

Field Experience Requirements

Like any good teacher education program, the SSPP uses the field experiences of the program to support the ideas and practices simultaneously pre-

sented in the closely interwoven coursework (and vice versa). Field experience requirements do not differ for interns and regular student teachers. The program treats all candidates as if they are first-year teachers in terms of district orientation and professional development activities. All SSPP candidates are a part of at least two New Haven classrooms from the first day of school. The program builds in opportunities for both interns and student teachers to observe K–4 classes, special education classes, and specialty classes within the district according to the interest level of the candidates. Interns receive release time from their teaching responsibilities to assure their participation. The difference between the two groups is the rate at which they assume teaching responsibilities. While intern teachers assume large teaching responsibilities from the first day of school, student teachers work for two periods each day with an assigned cooperating teacher and complete observations of other classrooms with specific assignments attached. After seven weeks, student teachers assume responsibility for one class period while continuing to observe in their second placement. During the winter, student teachers gradually expand their teaching responsibilities to the point where, during the Spring quarter, all candidates assume full responsibility for a full day of instruction for ten consecutive days. Both interns and student teachers experience alternative placements in a school at a level different from that of their primary placement. Candidates spend the bulk of the year, by design, in a single school site.

By school year quarter, field experience requirements typically follow this pattern:

1st quarter—assist with two class periods;

2nd quarter—teach one class; assist with one class; one alternate site experience;

3rd quarter—teach two classes, including one cross-cultural language and academic development (CLAD) experience; and

4th quarter—full time on a single campus culminating in ten days of full-time teaching.

The Program Process

Potential teacher education candidates apply for admission to the CSU–Hayward program by March of the spring prior to their entry into the program. On the application candidates can check off an interest in one or another of CSU–Hayward's local internships. New Haven's program is the only one that is not a pure internship model in which students serve, unprepared, as full-time instructors of record. Candidates who sign up for other site-based programs tend to have teaching positions or require guarantees of full-time

employment and choose district partners on that criteria. According to a CSU–Hayward instructor, "Full time internships are a poor practice—also a reality—but not in New Haven." New Haven does not offer full-time intern positions nor do they guarantee even a part-time internship. As will be explained, the selection of part-time interns who teach one or two periods per day under supervision is not made until after a month of intensive work with the candidate and careful screening.

Candidates who sign up for New Haven's program usually learn of it, according to district-based coordinator Lyn Nichols, by word-of-mouth or, increasingly, via the New Haven or CSU–Hayward Web site. One candidate, a second-career person moving into teaching from a successful career in law, recounts his decision-making process:

> A large part of my choice was specifically the New Haven program. I was offered a position in January 1997 in [another East Bay District], but declined it because I did not feel that I could succeed without more support.
>
> I chose New Haven for three reasons. First of all, I like the idea of staying with a single group of students and a single partner teacher for the entire year. Second, New Haven's support of its new teachers and interns is legendary. I have heard from friends who are student teaching and they are amazed and envious of my treatment. Lastly, the integrated approach is the only one that makes sense to me. To study the methods and be able to try it out later in the week is invaluable.

In April, CSU–Hayward conducts group interviews with applicants who successfully complete the paper screening. Prerequisites for admission include submitting three letters of recommendation, at least two of which address the candidate's knowledge of and ability to work with students, and the following state requirements:

- establishing content knowledge (through exam or undergraduate coursework in an approved undergraduate subject matter preparation program);
- passing CBEST;
- establishing knowledge of the U.S. Constitution (either through coursework or an examination); and
- documenting successful experience with children in a school setting (most California teacher education programs require 80 hours of what is called "pre-professional experience").

New Haven tries to make certain that there is a New Haven representative, paid for with district funds, on every interview team. District officials

defend the expense as a solid investment in both assessing and recruiting teacher candidates. By early May, CSU–Hayward selects candidates into the New Haven/CSU–Hayward program (as well as the other CSU–Hayward teacher education sites).

Following selection into the SSPP, New Haven offers an orientation session in late June that fulfills multiple functions:

- coming to know the in-coming candidates a little better;
- modeling the kind of community-building activities they hope the candidates will use in their own classrooms;
- going over the CSTP that guide the program;
- providing an overview of the year;
- advising students what courses to take during the CSU–Hayward summer session (mainstreaming and, perhaps surprisingly, further in-depth subject matter courses);
- impressing upon the candidates the importance of appropriate behavior ("You are not a student anymore. You are a teacher and a teacher is always being watched. This is the beginning of a year-long job interview."); and
- familiarizing the candidates with the norms and values of the district.

SSPP officially begins a month before school starts with three weeks of full-day intensive workshops. This initial training, which is aligned with the CSTP as is the entire program, focuses on two standards: (a) planning instruction and designing learning experiences for all students; and (b) creating and maintaining an effective environment for student learning. The lesson-planning work provides different types of lesson designs as well as an orientation to the psychological, sociological, and developmental assumptions of the different designs. These conceptual underpinnings are also used in the work candidates undertake to learn about constructing classroom communities with their students in such a way as to grow and nurture a learner and learning-centered environment. Individually and within groups, candidates also teach those lessons with the group. In this way, consistent with how the entire year operates, the program offers

- a common clear vision of good teaching articulated in well-defined standards of practice and performance that are used to guide and evaluate coursework and clinical work (the standards); and
- a curriculum grounded in substantial knowledge of children, taught in the context of practice (e.g., the linking of lesson designs and classroom environments with understanding of development).

The fact that the first three weeks are co-taught by New Haven and CSU–Hayward faculty provides an example of another program theme:

- strong relationships, common knowledge, and shared beliefs among school- and university-based faculty.

The training also includes a strong focus on the principles of constructive and positive classroom management as practiced in New Haven, as well as thirty hours of instructional time devoted to technology. The program's developers believe strongly that candidates must be up to speed on basics such as word processing, e-mail, and the various computer programs commonly used in New Haven classrooms.

The summer ends with the interns and student teachers joining New Haven's new teachers for a five-day district-sponsored orientation that includes working with veteran teachers at the school site as well as preparation time before the arrival of students. During the fourth week, the district selects student teachers to also serve as interns as they complete the same rigorous teacher preparation program as those not selected. The district bases the decision upon student teacher expertise and district needs. Because of the latter variable, interns are actually selected at three times during the year. The district chooses the initial group (usually approximately 10–15, or 50% of the candidates) after the intensive summer program. The second wave (usually approximately 3–5 or 15% of the candidates) is selected in mid-October when enrollment figures stabilize and class schedules finalize. The district selects the third wave (usually approximately another 3–5 or 15% of the candidates) in January in time for the beginning of the second semester. Each intern serves as the instructor of record (with daily support and guidance from a partner teacher) in one or two regularly scheduled class periods depending upon district staffing needs.

Hard questions must be asked of any internship program that allows untrained or only minimally prepared individuals to assume the role of teacher of record because those interns are responsible for the education of children. The key question is what protections are in place for the students so that interns do not constitute an educational disservice. Jim O'Laughlin represents the district-wide passionate commitment to children that does not allow them to shirk the difficult questions: "We don't hire interns just to be hiring interns. We became involved as a response to our concerns about beginning teachers and the needs of our children." In short, he argues that concern for children requires all educators to engage in the preparation and guided entry of individuals into the teaching profession.

In New Haven, the children are protected by

- multiple levels of support and supervision for the intern (school, classroom, university);

- avoiding the placement of interns where students will have an intern two years in a row, or even two periods within the same year (i.e., interns are never clustered at the same level or the same content area or in a sequence of courses);
- minimal load and preparation demands on interns (i.e., interns teach only one or two class periods and do not have multiple preps);
- selection based upon documented previous experience with students as well as performance during the intensive summer session;
- ongoing intensive education of the intern as a major part of every school day (interns must complete the same rigorous teacher education program as the regular student teachers); and
- if children are not being well served, or if the intern is not meeting all preparation program requirements at an exemplary level, the district pulls back from two periods to one period of an internship or returns the candidate entirely to a traditional student teaching experience.[3]

Immediately upon assignment to a class period, interns receive a partner teacher—an experienced classroom-based professional educator in the same subject matter area with the will and the skill to serve as a teacher educator. Both will and skill are assessed in cooperating teacher training (called supervision seminars in New Haven; described below) and/or BTSA support provider training (described in the Induction section above). Cooperating teachers for student teachers and partner teachers of interns volunteer for the role. Site administrators then approve (or disapprove) the volunteer. At that point, the school- and college-based teacher educators carefully match the candidate to a support teacher.

Prior to the first day of school, all interns prepare a detailed first-week plan including procedures, routines, and setting the environment. In a deliberately graphic overstatement, they hear, "You have ten minutes to get the students on your team or you are lunch meat." The weekly plans include the usual approach to lesson planning (objectives, procedures, assessment, materials, etc.) as well as what the teacher will be doing throughout, what the students will be doing throughout, and multiple concrete ideas for work to do with students who get it quickly as well as those who may require other representations and activities to access the content. The intern's partner teacher, the SSPP district team leader, and mentor teachers are available to support the intern as she or he develops the first week.

[3]Usually in such cases, the intern is relieved. The SSPP district team leader, Lyn Nichols, is thankful the "administration takes my job and my judgment seriously." Because of the caliber of the candidates as well as the flexibility such part-time hires provide principals, Nichols comments, "At times I have to work on the principals to relax their pressure on student teachers to take up an internship period."

At the high school, the house administrator (Logan High School is divided into family groups, a modified school-within-a-school model, with each family having an administrator) reviews and critiques the first weekly plan as well as all subsequent weekly plans. This collaborative pre-planning process is required weekly until the school principal releases the intern from the assignment.

On the first day of school, the SSPP district team leader and/or the site mentor observes and conferences with every intern. A cohort meeting brings all the interns and their various support personnel together for a debriefing at the end of that day. At the high school, before the first week of school ends, interns have been observed and coached by a mentor and their partner teacher. During the second week of school, by district edict, site administrators conduct a full observation of each intern. Throughout September New Haven schools are in session but CSU–Hayward is not. During this time period, candidates have twice-weekly afterschool seminars co-planned and enacted by school and university-based educators that provide opportunities for learning strategies and concepts within the CSTP. When CSU–Hayward classes begin, these seminars occur weekly.

In addition, each semester interns are formally observed three times by the house principal, three times by the district team leader, two to four times by their partner teacher, and twice monthly by their university supervisor. This works out to a formal observation each week. The different eyes are important so that the program does not become a static apprenticeship but rather dynamic and responsible professional education. In order to assure that interns can make sense of the different feedback (and to assure that interns receive the support they and their students require), New Haven and CSU–Hayward clearly articulate roles and responsibilities for the key support providers in their program: university team leader, district team leader, cooperating teachers, partner teachers, university supervisor, principals, and director of certificated personnel. The program also provides flexible processes and formats for assessing candidates in a supportive yet focused manner, using many of the same instruments and processes used in the BTSA program described earlier.

Thus, each week, from the first day of school to the last, the district provides multiple sources of formal ("official" observations with pre- and post-conferences scheduled) and informal (e.g., conversations, drop-in visits, lunch meetings, e-mail communications) educational support for candidates.

Support the Supporters

The district offers a significant amount of the professional expertise of their faculty to their pre-service partnership with CSU–Hayward. Recognizing that teachers who become teachers of teachers have their own needs, the district

provides paid supervision seminars for master and partner teachers. In the early years of the program, according to the instructor of the seminars, the content tended to stress answering the support provider's question, "What do you want us to do?" Now, following years of experience growing into expertise, the supervision seminar puts more emphasis on "sharing with each other what we know and how we do it." The foci remain, however, supervisory practice, the domains of the CSTP, and observation and recording techniques.

For instance, the 1994–95 supervision seminar series consisted of (a) selecting and learning a concept from the candidates' curriculum; (b) learning a data-gathering instrument or concept important to the observation/coaching process related to that curriculum component; and (c) sharing concerns and issues that have come up for the participants as they worked on that curriculum concept with their mentees.

By 1997, the model had changed to where master teachers and partner teachers were actually developing their own assessment instruments and rubrics. For example, the third of the four seminar series was described as follows in the SSPP newsletter—a weekly "living history" of the SSPP:

Twelve Support Providers met together on Thursday, January 15, for the third in a four session series of Supervision Seminars. After discussing any current questions or concerns, the group dove into the tasks at hand: (a) review candidate self-assessment data for observable indicators of a new teacher's development in each area; (b) align the self-assessment data to the California Standards for the Teaching Profession by including a section on Subject Matter Knowledge.

By the end of the evening (and in spite of a fire drill), the teachers had developed several specific things to look for or ask about when observing or working with teacher candidates. The next step for the master teachers is to meet with the teacher candidate under his or her guidance and review the assessment instrument, discussing areas that show consistent strength and areas that need to be developed. Support provider and teacher candidate will meet again to discuss the candidate's progress. These instruments will go in the teacher's portfolio.

The last task was to develop indicators in the area of Subject Matter Knowledge. The instrument as it is now written assumes that candidates come into the teaching program with this standard already developed from their undergraduate work, so it had been left out of the assessment instrument. In actual practice, master teachers and partners have observed that there is often a gap between the level of knowledge from having taken course work and the ability to translate that knowledge into classroom practice.

The group developed the following indicators of Subject Matter Knowledge:

Holds a global vision of the content area;

Inter-relates ideas and concepts within and across subject matter;

Understands and relates the state framework in the content area;

Can relate current trends in the content area to the past as well as the future;

Makes accurate cross-cultural connections within the subject area.

After the Planning Committee reviews the work of the support providers, this section will be added to the instrument for next year. Good work everyone.

At the next Supervision Seminar meeting March 6, the support providers will briefly discuss how the self-assessment instrument worked for the candidates and then spend the bulk of the meeting taking a closer look at at least one method for collecting data.

The change in the nature of the supervision seminar serves to highlight the value of teachers educating teachers. Through such opportunities for professional interaction, teachers can examine what constitutes good teaching, how to assess what good teaching looks like, and ways of becoming more proficient at honing one's own teaching skills while helping others to do the same.

Vignette: A January Morning in the Life of Lyn Nichols

At 6:00 AM Lyn, district team leader, is at her home computer responding to the 25 e-mail messages that accumulated overnight. On this particular morning she is also generating new e-mail messages to students, faculty members, and teacher educators around the country through her involvement in TAPPEDIN, a Silicon Valley initiative to enrich the use of technology in educational settings. Most mornings her e-mail work consists of short updates, quick responses to questions and needs, and scheduling. While not particularly demanding work conceptually, the use of technology to manage these chores of teaching (in this case, teaching teachers) is a huge time, energy, and paper saver. Instead of traipsing all over the school campus to locate and relocate people who need to attend a meeting or set up an observation, Lyn can accomplish this in a matter of moments from her desk—and the recipients are able to respond with the same ease.

Hi Craig,
As you remember, we were going to have a reflective conversation today on the best plan for group work tomorrow. I'd love to do that, IF you can come to the lunchroom during 5th period. OK?

–Lyn

Hello, Lyn,
Actually, I will be finishing the coloring of the maps work (group/pair/individual) that you have seen previously. The coloring should take about 15–20 minutes. Some students are done and they may go on the computer or do quiet work in their seats. After that we will take the tally that was to be taken when you were there last. That should take the rest of the period. If we need some sponge time, then we will do some silent reading.

I will not be available 5th period as that is one of the periods that I teach. I can meet with you to talk 2nd–4th, 6th, or 7th period.

I hope to see you today.

Hi, Craig.
Could you stop by around the beginning of 2nd period? I want to hear your plan for the next groupwork activity. We'll just talk for a few minutes and then I can see it tomorrow!
OK?
—Lyn

At 8 AM she is at a school-based-management meeting in which the entire faculty is discussing the revised governance plan. One of the four presenters is a graduate of the SSPP program in her third year of teaching; a second is a BTSA participant in her fourth year of teaching. On the walk back to the office after the meeting, Lyn seizes the opportunity to engage in a bit of coordinating conversation with a teacher who will be presenting at the teacher education seminar the following week. As an intern brushes past, Lyn touches base with her regarding a challenging student. "Did you get a chance to call him? Be sure to set up an observation focus and recording technique for me when I come in to observe." She pops her head into two different teacher workrooms—one quiet, one full of conversational buzz—but both well stocked with curriculum materials and well equipped with computers. In the quiet room she confirms an observation time and focus for a student teacher who needs more support than she is receiving from her college supervisor. No crises are exploding this morning, so she passes on a few individual words of encouragement and is on her way. "They hired me to tell people they are doing a good job," she jokes. Though Lyn and the BTSA specialist share an office, in general, Lyn "meets with student teachers and interns in the office and [the specialist] hangs out in the curriculum area," thus providing candidates and new teachers with different, but easily accessible, venues of support.

By 9:25 she is back in her office and on the phone. This morning she is simultaneously recruiting participants for a staff development day and arranging for substitutes for a release day. Lyn is a bit sheepish about recruiting participants for a technology training where she will be the presenter. Though a seasoned presenter, she finds the new technology a bit daunting at times. But she is successful in her efforts, both as a result of her reputation and because the training will be primarily hands-on practice in accessing a math/science chatroom in a virtual staff-development environment called TAPPEDIN.

She converses for half an hour with a woman from the community considering a career change from law into teaching. The attorney is an off-the-street contact who wants to spend a day in New Haven schools to inform her considerations. She is not certain of her decision, much less the content area she wishes to pursue. Lyn asks a series of pointed questions but senses she may be pushing too hard. "We're just trying to get you information that will help you make the best decision for you." She tries another tack: "When you see

yourself teaching, what do you see? Give me your fantasy." This hits a chord and for over two minutes, the only sounds from Lyn are affirming "uh huhs" and laughter. Lyn has enough information now to link the attorney with the right school personnel so she moves into academic advising: "Have you got all your ducks in a row with the college?" She gives the name and phone number of a CSU–Hayward advisor and politely ends the chat so she can gather information and her wits for a conference with an intern who has entered and is waiting at the table in her office.

After some rapport-establishing chit chat, the intern continues his year-long management concern—balancing his desires for control and being liked. Lyn gets right down to business, being a bit more directive with this candidate—she apologizes afterwards—than she normally likes to be. "Your goal is not trying to keep every student silent in a straight row of desks; you are trying to create a classroom where learning takes place." Then she moves into cooperative learning issues that the intern had raised following last week's observation. She probes to find out what he wants, which is to get the quiet kids involved, and asks him to describe how he has today's activities organized.

The intern explains that the students will be working from four different texts to define and locate biomes. The four different books have four different definitions and locations. Lyn asks:

LYN: How will you take advantage of that?
INTERN: I will point it out.
LYN: So you will tell them?

The intern smiles as he gets her point. As he continues to describe his plans, Lyn makes a face as if she just ate a lemon:

LYN: Why am I making a face?
INTERN: Because there is nothing to keep the students engaged and on task.
LYN: Exactly, so what are you going to do about it?

They play with a couple of ideas and he rewrites his lesson on-the-spot.

LYN: What will you be doing?
INTERN: Floating, roaming, and monitoring.
LYN: What will the students who finish early be doing? For how long? Why?
INTERN: The computer will baby-sit.
LYN: Something beyond baby-sitting!
INTERN: I don't want to punish good work with more work.
LYN: Is there anything enriching, fun, and rewarding (extra credit?) you could have students do?

With Lyn's help he generates enrichment activities using the Web (comparing and contrasting the biome information from the Web with the biome information from the books). She reminds him to put all these options on the board so that the input to students is not all oral. Another student teacher bops in and interrupts with a request for teaching supplies she had seen Lyn model the other day. Lyn asks he : to "e-mail me so I remember."

Lyn interrupts the planning by asking what other choices he has for "these kinds of professional talks." He says he can always come in and talk with her. Lyn tells him she thinks computer sources, fellow interns, and experienced teachers are probably more readily available. The intern is beginning to understand that he is not a student anymore and that coasting could be catastrophic.

INTERN: If I put the time into it—
LYN: (Interrupting) That is where I am going. You have got to plan these lessons out even if it is just talking aloud to yourself. Let's refocus on what's working.
INTERN: Rapport, a good friendly feeling in the class.
LYN: What does that mean?
INTERN: Sometimes they get mad at me. They say, I don't care what you say. Well, I took the time to find out what was happening. He missed the bus because I kept him after school and had to walk home so he was mad.
LYN: Try to make seconds work as well as minutes in detention. The point is to establish an orderly class, not punishment. By the way, the bell doesn't seem to work for you—don't talk over them. . . .
INTERN: I just get so anxious to get going.
LYN: Because when you do, they are in control.

The period is coming to a close and Lyn begins to hurry. She touches base both on what he wanted to talk about and what she had jotted down.

LYN: How about assigning roles for group work like we talked about. Did you do that? How did it go? Why?
INTERN: Yeah, I was surprised that it works—and the kids who do not normally do anything were working—even the quiet ones I was worried about.

The intern goes on to explain that it has to do with the nature and the complexity of the tasks involved, and the needs and strengths of the students. Lyn, the period now over, offers a conceptual summary of his thoughts:

LYN: They like working in groups, but they need structure?
INTERN: Yeah.

LYN: We have covered lots of ideas today and I wrote them all down for you but I am not certain you can read my notes, what do you have from today?

The intern does a remarkable job, from his revised lesson plan, of demonstrating that he "got" the lessons of the day. He ends with, "I hope it goes OK." Lyn responds, "It sounds like you have thought it out so it should be just fine." They exchange a hug. The intern heads back to the workroom and Lyn goes back to the phone to confirm participants for the technology workshop.

At 11:25 another intern enters for her weekly session with Lyn. This one's work possesses star quality. Lyn's time with her is much less directive and less focused on the lesson plan. Administration has excused this intern from pre-approval of weekly plans. Still, she presents Lyn with a fully wrought weekly plan—including what came before and what will come after within the unit—because it is now automatic. Lyn still pushes her hard. "Sometimes, it is the strong teachers whom I really push and critique the most."

LYN: Do students have a sense of why they are doing what they are doing? It often gets lost in big projects.

INTERN: Last week was tough, but it's getting better. I have really concretized it and have helped them break the unit assignment [an integrated language arts–history project] down point by point. This week is fine.

64

Lyn pushes the intern to analyze her work within the domains of the CSTP:

LYN: This is both for the short term and also to help you put together your professional portfolio. What do you want me to look for tomorrow? How do you want me to record what I see? What will help you? Help your students?

The intern wants a focus on the students in her class with poor eyesight. Her group has a disproportionately large number of them.

LYN: Make sure you e-mail [the district special education specialist]. She loves helping teachers and if she doesn't know, she will know someone who does.

As the intern leaves the office to go to her computer to follow-up with the specialist, Lyn apologizes to the observer for how direct she has been this morning: "Usually I just present the data and ask what the intern thinks, but today is Wednesday and because of the collaborative staff time all the periods are shorter than usual."

Lyn's next meeting is with her partner, the university SSPP team leader, and the district teacher who is documenting the program. The purpose of the meeting is to coordinate among and between the college courses. There is a university faculty meeting coming up and the New Haven team is strategizing how to ease their transition from a course-driven to a standards-driven program—as well as how to support some of their university-based colleagues who wish to move more of CSU–Hayward's teacher education pathways in this direction. One of the challenges Lyn's partner faces is the need to find ways for some of his college-based colleagues at CSU–Hayward to communicate better with each other. Lyn, in an honest and politically astute approach, offers to help: "I will use myself as an example of why it is so important to have a vehicle for communication among and between course instructors. How *I* need to know the objectives, assignments, goals, books, and readings of all the classes so *I* can do a better job." She chuckles to herself. "And it is true, too!"

The meeting moves into a finely honed analysis of the goals and objectives of each course within the CSU–Hayward teacher education program—the goal here is to match New Haven's standards-driven courses with CSU–Hayward scheduling, FTE, and faculty workload issues. In thirty minutes, they develop an action plan complete with timelines and assignments for specific tasks. On his way out to observe student teachers, the CSU–Hayward team leader asks after one of this year's candidates who has just returned from maternity leave. "She is fine." Lyn jokes that she is more concerned with the candidate's partner teacher: "He's trying to lactate to feed the baby!"

The ultimate outcome of the meeting is a document that clearly articulates the relationships among the CSTP, the coursework of the CSU–Hayward teacher education programs, and the joint university-district work in the SSPP (see Appendix D; this document also clearly supports O'Laughlin's notion of the true partnership of parity the district and the university have achieved). Jim Zarrillo, the Chair of the CSU–Hayward Department of Teacher Education, capsulizes the nature of their collaboration:

> New Haven identifies teacher preparation as part of their reason for being, as much as teaching third graders how to write in cursive.
>
> This is the Shangri-La of partnerships:
>
> - It is standards based, with multiple ways to get there;
> - Everybody working with the program does everything—teaching teachers, supervising teachers, teaching K–12 students, researching;
> - It has site delivery, articulation of teacher education with professional development, and joint admissions decisions....

A lot of districts criticize IHEs, but not so many are willing to say, "Let's make it better." New Haven has walked the walk for decades. And not just selfishly. Other districts remind us that New Haven is commonly at our table, but we remind the other districts that New Haven has put their money where their mouth is. They do not have a "gimme gimme" attitude. They ask and they offer. They deliver. Every cooperating teacher, every supervisor, every support provider will be properly oriented and trained. You KNOW that.

5

Rewarding Knowledge and Skills

> Don't come to New Haven if you want to be a good teacher; come to New Haven if you want to be the best teacher you can possibly be. The atmosphere is creative, energetic, supportive, and challenging. Working here keeps me on the "high" road.
>
> *Chris Ryan, Language Arts, Logan High School*

New Haven keeps quality teachers in classrooms by rewarding knowledge and skill both tangibly and intangibly. One intangible the district provides is broad-based community support of schools and of teachers. The intangible community support for schools also shows up tangibly—the last two bond levies passed with an 80% "yes" vote, showing that the community puts its scarce resources where its pride is.

The district provides intangible support for its teachers as well. One teacher noted, "Respect for the needs of teachers drives the central office and serves as an incentive to remain in teaching in New Haven." Jim O'Laughlin agrees, arguing that the personnel office's primary focus is on serving staff. He offers as an example the way the Electronic Data Management System (EDMS) allows the district to complete verification of employment forms required for nearly all loans. The personnel office transfers these forms instantaneously to the bank electronically. This decreases to nil the time—and to nearly nil, the *angst*—involved in persuading a lending institution to loan a teacher the money for an auto, a college education for his or her children, or a home.

Like the community, the district also puts its money where its pride is. It remains one of the lowest-wealth districts in the county, but it

still offers the highest salary scale in the area. The superintendent acknowledges, "We pay a premium price, but that's the most important thing we have." Salaries in New Haven range from $37,604 to $70,373—the highest in the entire Bay Area. In addition, by contract, teachers receive an agreed-upon percentage of any new district revenue. The benefits package also includes numerous "worry-reducer" features as well:

- a cafeteria-type benefits plan for employees to purchase health, dental, and other benefits of their choice at an affordable price;
- an innovative, self-funding trust that contributes toward medical insurance for retired employees;
- the value of medical and dental plans is included in the salary base, thus increasing retirement benefits; and
- all health provider contracts include provisions for domestic partners as eligible dependents.

These steps to reduce worry reflect an understanding of the need to take care of teachers as well as to support children's learning. As one middle school principal explained: "I always tell our teachers, 'You should have no regrets about your family. You take care of your family first.' It is my respect for them, but it is also selfish. How can you care for kids if your mind is elsewhere?"

The district also understands the reward of creatively and flexibly staffing their classrooms. Classroom teachers, while still working with children, have opportunities to have their knowledge and skill rewarded both financially and by returning something to the profession. In New Haven, classroom teachers carry out the internship program and the BTSA program, develop curriculum, design technological supports, and create student standards, assessments, and indicators of student learning.[1] Using a combination of release time, after-school workshops, and extensive summer institutes, the district involved more than 100 teachers (nearly two-fifths of K–4 teachers) on the language arts and mathematics standards committees during the 1996–97 year. During the summer of 1997, nearly 500 teachers (approximately 65% of the certificated teachers) participated in district-sponsored staff-development activities. The district offered 24 different workshops in technology alone, ranging from Mac for the beginning beginner to advanced HyperStudio. They also offered two workshops on school-to-career, one on drug awareness, eight in the area of reading/language arts, two on bilingual/English language development, two working with standards/assessments, seven related to math/science instruction,

[1] The district follows the same model with administrators. One principal commented, "Every school principal has an expertise the district uses."

and three geared toward moving beginning teachers from stressful survival to caring confidence. The district also advertises and promotes county office of education and CSU–Hayward summer offerings.

The district pays teachers for courses leading to additional certification in hard-to-staff areas such as special education, math, science, and bilingual education. If the district does not pay teachers for their time directly, the work counts toward increments on the salary scale. In a sense, then, the district provides free courses that reap ongoing financial benefits for teachers. Not surprisingly, teachers report that "free is better than paying." They also report that district-sponsored coursework is better education for them than other course offerings because (a) the work is done with a cohort of teachers they have worked with before and will be working with again (e.g., the course continues into the schools the following fall) and (b) the content is designed by New Haven teachers for the benefit of New Haven children. The district also offers direct financial assistance for special education, bilingual, and other priority certification areas. The district will also bring to the bargaining table (again) salary incentives for National Board for Professional Teaching Standards (NBPTS) teachers. Instituted in 1987, the NBPTS established rigorous standards and assessments for certifying accomplished teaching. A majority of the decision-making board are outstanding classroom teachers. Achieving national board certification involves completing a yearlong portfolio that illustrates teaching practice through lesson plans, samples of student work over time, video tapes, and analyses of teaching. It also requires exemplary scores on assessments of content and pedagogical knowledge that measure ability to create and evaluate curriculum materials and teaching situations.

Susan Speakman, Associate Superintendent for Instruction, holds district-level responsibility for curriculum, staff development, pupil personnel, family services, and special education. During the 1997–98 year, her office hired four teachers on special assignment to work on class-size reduction, technology assessment and accountability, and language development. She believes: "The teachers in this district do all the work. We don't have a massive central office staff. If we didn't have these teacher specialists, we would be in real trouble. There are only two of us here." She also believes that the way the district rewards teachers with the opportunity to share expertise while remaining in (or if full time, returning to) the classroom is an essential component of the district's success with students: "Unless somebody focuses on what teachers and students do with this [she gestures around her office, which is full of curricular materials, and out into the district's central technology lab] in the classroom, it's pretty meaningless. It is really important that they keep working with students." The kind of person she is talking about is exemplified by Annette Iwamoto, an elementary BTSA specialist. When asked why she chooses not to do the BTSA work full time, she responded, "In my heart, my classroom comes first."

Speakman also argues that "the key to institutionalization is expanding the support system." New Haven's approach to this is to localize resources (teachers) in the schools—working with children. She estimates that "85% of our categorical funds go to time working with children in classrooms." Title I funding, for instance, goes directly to regular teachers in the elementary schools, and the Title I teacher works in regular classrooms at the middle schools. The district invests resources in qualified and supported teachers while keeping resource allocations to pull-out programs, administration, and aides to a minimum. New Haven is not a rich district (near the fifth percentile mark statewide in per-pupil expenditure), but it can afford quality because of

- low overhead (e.g., maintaining fewer but larger school buildings);
- flattening the traditional hierarchy of district and school bureaucracies (771 teachers, 50 managers, e.g., nearly 94% of certificated personnel work with children);
- allocating resources (including technology) to support and build teaching capacity; and
- creating multiple hybrid professional roles that enrich teacher learning while enhancing district policy and practice.

Because the district funnels resources into highly qualified adults working with children in schools, these schools tend to have remarkable teacher resources. Each school site has its own instructional support team. For instance, each K–4 school has both an on-site science and physical education teacher as well as a department head who also teaches children. At the high school, teachers receive release periods to develop programs such as the district's school-to-work program and the academic decathalon. In addition, the district hires program specialists in BTSA, special education, English language development, literacy, accountability, and technology. All of these teachers are site based and a vast majority teach in classrooms (not pull-out models) daily.

Of course, the reward of giving is accompanied by the reward of receiving. According to one middle school principal, "It is like a fungus among us—expertise grows in the school because of everyone's desire to help." This same principal, with a gleam in her eye that she confirms means she loves it, demonstrates that everyone in New Haven schools teaches: "I, and all the administrators in this school, teach students regularly to cover for teacher release time. One of the rewards I give is to take over a series of classes."

6

Organizing Schools for Student Learning

> I've been in education for 27 years—the last six in this district. There is a night-and-day difference between New Haven and the other two districts where I have worked. This place is special because we put kids first. The whole technology thing for, instance—it only counts if it helps learning. The campus is safe because teachers know how to make children feel safe. We have to care and show that care. We spend most of our time doing that by talking—talking with students, talking with each other.
>
> *Middle School Principal*

In any human endeavor one often-overlooked reward is the opportunity to do what one is capable of doing. In education, that requires working within an organization designed for student learning. This section highlights three ways in which New Haven organizes their schools for student learning: (a) personalization, (b) technology in the classroom, and (c) their extended day program.

PERSONALIZATION

> We're about 1,500 students and everyone is known. I know all 1,500 kids and all 100 faculty. Every life here is precious. . . . They are not teenagers, they are confused angels. We learn and work in a place where we feel connected.
>
> *Middle School Principal*

New Haven schools, especially the high school, are purposefully somewhat large and at first blush incongruent with what we know

about how small schools support learning through personal knowledge and sustained relationships. Even the superintendent's rationale for large schools seems a tad impersonal: "We have large schools because they are cost effective—less overhead for management, for buildings and grounds and because teachers get a certain percentage of the budget that allows for long-term planning." Several factors, however, make New Haven's large schools very personal places to learn.

One factor is that the district used a personalized approach to making the decision to have one large high school. The school-community program council chairperson wrote that the superintendent "has maintained one enormous high school rather than two smaller ones, minimizing overhead costs and preserving funds for critical enrichment programs. This has required many hours of talking to families, listening to parents' concerns about the school's size, and persuading them of the rationale for the large school." A key structure here is the school-community program council. Central office personnel, including the superintendent, meet monthly with this group of parent representatives from each school-site council.

A second key factor is that Logan High School clusters its 4,200 students into four "houses" to create four student cohort groups of approximately 1,300 students within the larger physical facility. Students take their core academic courses within their house and with their house cohort group while utilizing the resources of the entire school for electives. Each house has three counselors who have opportunities and time to know students well. Another factor is Logan's use of clubs to personalize relationships between teachers and students. The clubs bring students and teachers together around common interests and passions on a regular and ongoing basis. The 65 clubs range from the Afghan Club to the World Events Club, with such groups in between as Technogirls, Baseball Card Club, Ballet Folklorico, and Comic Book Collectors. The clubs also offer numerous opportunities to learn with and from cultural diversity and civic involvement: African American Student Alliance, American Sign Language Club, Amnesty International, Association of Logan Muslims, Celtic Club, Chinese Cultural Coalition, Cultural Diversity Club, Future Teacher Club, Indian Pride Club, Latinos Unidos, Movimiento Estudiantil Chicano de Aztlan, Multi-Racial Club, Native American Student Alliance, Rainbow Pride Club, and the United Cultures Club.

One parent of two children, a "gifted" student and a "special education" student, noted: "Extracurriculars like the clubs and teachers make it personal. I am not sure how they do it. Even though it is crowded, it is so safe. I think it may be because of the availability of teachers—in and out of the classroom." Such availability is modeled by the highest echelons of the dis-

trict. One board member wrote: "Guy Emanuele made a point of knowing many students, including their families and their histories, as well as their plans for the future. Each year many students asked him to write letters of recommendation, and he somehow found the time." The principals pick up on Emanuele's lead:

> We are a network of principals with an unbelievable focus on the welfare of children. We're like satellites all talking with each other. We may be big schools, but we all know where our students come from and where they're going. All we do is talk about kids. This is the way the care and knowledge of one becomes the care and knowledge of all. Guy [Emanuele] made it so evident that his concern was with the human beings—a place for every child. I know where these kids live. And they know where the school is. Just the other day a young woman was beat up by her father. She came to this office and got what she wanted—protection.

With greater elegance and eloquence, one special education student who is probably not going to go to Berkeley but who will graduate with his class and meet all graduation standards commented, "I am not real good at school, but I really like my teachers."

TECHNOLOGY IN THE CLASSROOM

The emphasis given to the use of technology in the personnel office could mislead one into believing that the district's investment in technological infrastructure is only indirectly related to students. Nothing could be further from the truth. While the initial uses were administrative, the district believes that the major impact should be classroom based and is committed to making this a reality. The district is focused on providing students and teachers with up-to-date technology that helps students learn and that assists teachers in supporting student learning.

Video centers in every classroom, with VCR players and monitors, have replaced 16-mm projection for classroom presentations. The linkage of the classroom video centers with the district's wide-area and the school's local-area networks creates a wealth of excellent video resources for teachers to use in their instructional programs. The New Haven Educational Services Center provides CNN Newsroom for students and the guide to teachers. Cable in the Classroom provides the Discovery Channel, Arts and Entertainment, and Public Television. Satellite-receiving capability enables the district to use programs such as Educational Television Network, California Department of Education programs, or other satellite programs that can be recorded for staff or classroom use. In addition, New Haven has

implemented a district-wide video network system providing classroom access to all available video resources.

Each New Haven school has classroom computers and networked labs connected to the Internet. All New Haven classrooms have one computer for every five students as well as a teacher work-station with a laser printer. All elementary students receive a minimum of four weeks' computer literacy instruction annually and, more important, have regular access to computers in their classrooms. Each school possesses software to support the regular instructional program. The high schools offer expanded programs in the areas of business, programming, multimedia, and vocational arts. The district's goal is to make the use of computers a normal part of the students' school experience.

The best evidence of the district's success to date is available to anyone with access to the Web. Log into the New Haven Web page at www.nhusd.k12.ca.us. Click on the School Sites box located in the lower right-hand corner of the home page. Choose Cabello Elementary and be transported to a gallery of student work (Student Work Gallery) or communicate directly with students (What Kids Think)—or click on KidLinks and gain access to enough educational and engaging Web activities to weather an El Niño winter. (In fact, from the New Haven home page the interested reader can gain more, and more engaging, information on anything written in this monograph!)

For reasons to be discussed in the next section, New Haven teachers may be among the most technologically literate people in education. On the other hand, a quick glance into a first/second grade combination class at Cabello Elementary suggests that perhaps it is New Haven's students who deserve that accolade. There are six children working at the room's four computers: one is e-mailing a relative in France, two are researching seahorses on the Web, one is using a word-processing program to write Valentine's cards, while another two are researching volcanoes on the Web. This use of the Web brings the world's greatest libraries to the children's classrooms. Word processing teaches not just the use of the computer but such grammar lessons as indentation, line ending, and proofreading (spell check). Significantly, most New Haven teachers do not have primary grade students write long pieces using the computer. After initially thinking (logically enough) that they would teach keyboarding as a prerequisite computer skill, they learned by experience that the fine-motor coordination was not there yet. Thus, they put the logic of the developing strengths, interests, and needs of children before the logic of machines. At the elementary schools, as with the district, the high schools, and the middle schools, the children come first; machines are bought and systems and policies are created to serve the children.

EXTENDED DAY PROGRAM

> I really like having a safe place for my child and a place where he can get his homework done while I'm at work.
>
> *Parent*

> Nobody goes home at the end of the day!
>
> *Principal*

In September 1997, New Haven implemented a district-wide extended day program. The impetus to extend the piloted program came about as a result of discussions during the 1996 Youth Summit held at Logan High School. At that time, community members raised concerns about the lack of affordable and supervised before- and after-school activities for youth in the community—especially activities that were both educational and enjoyable. Today, the schools are open from pre-dawn dark (7:00 AM) till lamp-lit dark (6:15 PM), providing educational experiences connected with the school program as well as the more traditional enrichment activities and clubs. In addition, fees for the K–8 program are charged on an ability to pay. For instance, at the middle schools, fees range from $15 (90 minutes/day low rate) to $200 per month (4 hours/day, full rate). Snacks are served at both the primary and middle schools.

The extended day offers supervision at an affordable price, keeping children out of trouble, making sure that their homework can get done, and helping them get to school on time. It also does much more: Daycare is a fundamental social need in today's world, but the district is also about community development. In all the schools, the activities address the recreational, academic, social, and psychological needs of students beyond school hours. The programs offered vary from school to school, depending upon parent and student choice.

At the elementary level, activities include Homework Club, Computer Club, language academies, athletics, cooking, science, instrumental music, chorus, and classes in arts and crafts. Through school-by-school surveys, parents recommended many types of enrichment activities for the program. In some cases, parents engage in special activities at their site.

The middle school extended-day program runs from 2 to 6:15 daily. The city's department of leisure services coordinates such athletic activities as soccer, basketball, roller hockey, and flag football. Additional activities in the middle school program include tutoring, mentoring groups, and homework clubs, as well as a variety of things to do in the media center. Students also engage daily in music and dance, language, chess, and board games. At all middle schools, the daily offerings include the following:

2:04–3:30: Clubs; sports; UC leisure services (movement, recreation); homework club; dance; music conservatory; computer; media center;

3:30–3:45: Snack;

3:45–5:00: Tutoring; homework; skills groups; mentoring groups; computer; media center;

5:00–6:15: Quiet recreational activities; videos; board games; dance, computers, languages, chess.

At the high school the extended-day program includes access to the student union, the computer lab, and the media center. Additionally, Logan students have access to tutoring services conducted by trained staff and students. Any Logan student can arrange for such tutoring service. Many high school students use the extended-day program to tutor younger children—in this way providing valuable community service while learning more about child development. Never one to let a recruitment opportunity pass, the district offers a future teacher's course to accompany the experience.

Extended Day at Cabello

Cabello Elementary used their standards and assessment inquiry to guide the formation of their extended day program. As part of their inquiry, they identified slightly over 160 students (less than 19% of the school's student population) who were below, or threatening to drop below, grade-level performance on Cabello's standards. The school uses their extended-day program to provide students with individual and small-group assistance as well as with opportunities for students, unable for whatever reason to do so at home, to complete their homework at school. Thanks in no small part to the extended-day program, 132 students are now receiving extra academic support (i.e., Title 1 tutoring, one-on-one tutoring with high school tutors after school, homework assistance in the homework club). Twenty-nine other students choose not to use these opportunities either because they have made significant progress or are receiving extensive support at home.

With the expansion of student support systems, students receive a threefold dose of academics: (1) the holistic, whole-class enrichment; (2) homogeneous small-group instructional-level help within the classroom; and (3) extra assistance outside of the regular classroom program. The extra individual support available after school is one factor that has allowed the school to reconfigure their reading specialist position. Whereas Cabello used to use a highly qualified teacher to work with small numbers of students pulled out of their regular classrooms, they now use a highly qualified teacher who splits her time between teaching in a regular classroom and teaching other teachers at the site. In this way, teaching quality is expanded and all children benefit.

Cabello is also addressing a larger, more inclusive and humanistic notion of academics and of community through its extended-day program. Ideally, all children have a rich array of experiences in the arts, including opportunities to learn from and appreciate a wide variety of cultures. These experiences allow children to develop a positive, active involvement in life—and they also support behavioral, motivational, and family factors influencing academic achievement. Today 356 students participate in district-sponsored music or dance groups; 161 participate in Cabello's multicultural arts activities; 64 students work with computers two hours a week; 70 take part in gymnastics; and 84 join in a variety of sports and informal activities.

Adding substance to the school's commitment to diversity, the extended-day program provides all children the opportunity to learn to speak, read, and write two languages. In 1997–98, 110 students enrolled in the language academy. Not only is this a tremendous intellectual and economic resource for their future, it helps maintain a bridge between school and home for the school's immigrant families. For instance, following breakfast, Cabello offers classes in Farsi, Spanish, Tagalog, and Vietnamese. At times family members join their children's classes to share cultural information and events. The instructors of the classes are usually bilingual classroom aides who live in the community. This funnels financial resources into the neighborhood and links classroom work and relationships with out-of-school activities.

77

ORGANIZING SCHOOLS FOR TEACHER LEARNING

Schools organized for student learning must be places where the adults who work with students learn. They must also be places where teachers can use their learning in the service of children and their families. No matter how wonderfully qualified, a teacher's capacity to support student achievement is limited if she or he is not allowed to use the knowledge, skills, and dispositions earned, learned, and possessed. One may be extraordinarily well qualified to construct a science lab engaging students in hands-on, minds-on learning. If, however, the space and materials for that lab are lacking, or if the needed time is not available because of a school's schedule, students' opportunities for learning are diminished.

This section highlights three New Haven practices that demonstrate how the district organizes its schools for teacher learning: (a) their investment in people as well as machines; (b) how the district handles the "chores of teaching;" and (c) the district's response to California's 20:1 class-size reduction initiative. These three, coupled with the opportunities for professional growth described earlier, document a district that recognizes and acts upon the relationship between opportunities for teacher learning and opportunities for student learning.

Investment in People

Machines do not teach; people do—so New Haven supports the people to use machines well in the interests of children and their families. In 1992, a broad-based community effort passed a school bond measure making New Haven one of the most technologically elite districts in the nation. The district foresaw, however, that without comprehensive professional development, teachers and administrators would not grasp the possibilities inherent in the technology and that the effort would ultimately have little impact on classroom practices.

At the center of the district's efforts stood Roger Hoyer. Hoyer is a high school math teacher who became interested in computers in the early 1980s. In 1984 he became director of information systems. In this role he coordinated the design of the district's e-mail system as well as computerized attendance, grades, and payroll systems—firmly entrenched with a classroom perspective. By 1986, even before passing special levies, the district had networked all school offices for attendance, grading, and e-mail. When the bonds began passing in 1992, the district faced a wonderful challenge: Now that we have some money, what do we do? They used two guiding principles. The first, according to Hoyer, was, "We built the infrastructure based on the question, 'What do you want the kids doing?' Teachers are there to work with kids, not to hook up computers." The second was to support the people to use the machines well. The support factor is not merely a matter of helping people learn a few new tricks. It is also a matter of unlearning old tricks as well as opening up to a world of possibilities. As Hoyer points out, "Technology is an agent of change—and change is always difficult." To make matters more difficult, adds Hoyer, "Technology doesn't save any money. It costs money. But it is much more efficient and safe. It is more efficient because we can access and manipulate much greater amounts of information."

The school district took up the challenge and provided an ongoing support and training model built around program and department needs that

- encouraged and modeled the use of technology (Hoyer: "The superintendent really pushed it. He would announce meetings via e-mail and people would get in trouble if they did not attend.");
- provided staff with a variety of ways to learn how to use technological resources as part of their regular tasks, functions, and routines;
- provided documented software, hardware, and network connectivity;
- provided inservice support by site or department based upon needs; and
- implemented a "trainer of trainers" model within each department and at each site.

Education, though less expensive than ignorance, is not cheap. Hoyer estimates that for every dollar spent on machinery and software, the district invested a dollar in supporting the teachers' use of those tools. "We had kids and parents attending as well," he reminds the interviewer. The support issue requires both staff development and technical support (a nonworking machine is not of much value). The district currently hires one full-time support person for every 300 work stations, though in the best of all possible worlds, Hoyer would prefer one FTE for every 50 work stations. Thus, New Haven hires two full-time support people at the high school and .5 FTE at each of the other schools.

New Haven faculty, knowledgeable and experienced teacher educators that they are, realized that an occasional class during the summer or after school would not meet their goals. Yet the cost for extending the day or work year was not financially feasible. In 1994 the district applied, and received approval, for a waiver request from the State Board of Education reducing the student contact requirement (the number of minutes students are required to be in school) to allow for regular technology staff training. Later they discovered they had more than enough minutes and did not require special state dispensation. Thus, the district has now "institutionalized" collaboration time. The current model includes 90 minutes each Wednesday morning during which professional development and teacher collaboration in relation to curriculum development and technology occur. Each Wednesday morning, in every school in the district, teachers gather to teach and learn with each other. To minimize the disruption to families, the schools provide child care. While some parents expressed concerns in the early years, Vicki Ballard, elementary school assistant principal, commented, "The parent complaints are down to zero because they see teachers doing better with their kids."

According to Superintendent Emanuele, the idea

> came from my visit to Motorola Corporation where I saw how they ensured that 8% of staff time was devoted to training. It was clear to me that teachers would need to continually improve their skills. Negotiations to reorganize the school day and infuse it with time for training and collaboration achieved this end. I think that the district's commitment to training cultivates a culture that values professional development and is one reason why our teachers routinely and voluntarily participate in summer training and planning opportunities without stipends.

The district site-customized these weekly Wednesday technology education sessions. Teachers from the site worked with small groups of colleagues organized by computer literacy level. Said one initially nonproficient and trepid teacher, "It was great; there were tons of software to play with. I didn't even know I was learning how to use the computer."

The district used a trainer-of-trainers model to educate the on-site computer experts. The teacher technology specialists, initially selected because of their advanced will and skill to use technology to support student learning, received extensive summer workshops and ongoing institutes throughout the school year. These workshops consisted of two parts: (1) opportunities to explore the possibilities of the new technology infrastructure, and (2) planning and practicing with each other the approaches and techniques to be used in their weekly on-site time. Administrators and support staff, including the superintendent, also participated in the trainings and led the way in professional development. For example, when the electronic mail system was first introduced, Emanuele daily wrote e-mail messages to other administrators that required a response. The superintendent's efforts to extend his skills helped other administrators overcome their nervousness and become comfortable with the new technology. Soon, they too relied on it for daily communication.

Chores of Teaching

Teaching, like any endeavor, contains significant doses of the mundane. In teaching, however, the time taken up by mundane chores is time taken away from student and teacher opportunities for learning. New Haven does all that it can to minimize the mundane. As O'Laughlin puts it, they use computers to manage the chores of teaching. They use computerized calendars that free time to hold the meetings rather than use up time scheduling them. Staff bulletins are on the computer, freeing time to make the meetings themselves sites for constructive conversation. During the site-based collaboration time, teachers showed other teachers how they could computerize lesson plan formats, create a database of parent contacts, maintain anecdotal records for each student, and catalogue all letters and communications. Teachers enter attendance on the computer in a matter of moments—no fuss, no muss, no calls from the office, no need to interrupt instruction to change an absence to a tardy. In addition, computerized attendance means that parents with a touchtone phone and personal identification number can, literally minute-by-minute, monitor their child's attendance.

The Internet is key to many of the district's efforts. Those addicted to e-mail think of it as a "magical system" that allows for universal communication and information exchange. After several days in New Haven schools, a visitor tends to think the same. School-based educators use the Internet in multiple ways:

- distribution lists to facilitate bulk e-mail messages to specified groups;
- list-serves to facilitate electronic discussion groups where members pose and respond to questions or participate in discussions on a particular topic (e.g., English language development, creating Web sites, the emerging state standards in math and science, etc.);

- search engines to allow users to focus on specific topics and have the computer do the legwork;
- access to the unrivaled library of ideas and information available on the Internet as a whole; and
- person-to-person messaging to coordinate with other teachers (e.g., can we switch PE times tomorrow?).

It is almost as if district teachers, because of the combination of the infrastructure and their education in technology, have 24-hour-a-day collaboration time without the logistical constraint of having to be in the same place at the same time.

Other chores the district has reduced are ordering supplies and standing at the copy machine. The district offers a centralized 24-hour printing service for every teacher in the district. For instance, from their personal desktop networked computer, teachers can order printing and other materials and have them delivered within 24 hours. The district, with UPS-type efficiency, makes two deliveries per school per day. The entire process, including personnel and transportation costs, is approximately $0.02 per copy. Even without taking teacher time into account, this is cheaper than having the teachers do it themselves. As a message of what counts, there is no special service for the district office—the superintendent orders materials just like the teachers do.

Class-Size Reduction: Responding to a Crisis/Opportunity with Learning Foremost

The manner in which the New Haven district responded to California's "suddenly-three-weeks-before-school-starts" class-size reduction initiative exemplifies its committed follow-through to making schools places where children and teachers can do what they are capable of doing.

From 1992 to 1996, school personnel in California held their breath each July as the legislature and the governor went through their annual budgeting fisticuffs. The state was in a deep recession; the few available discretionary funds tended to be invested in police and prisons rather than in K–12 classrooms. In July 1996 the economy did not seem quite so bad, but still most folks felt that just meant there would not be another year of cuts. Even when rumors began in late July that the governor was considering funding a class-size initiative limiting primary grade classrooms to twenty pupils, most educators smiled ruefully, waiting to see it to believe it. Emanuele wrote, after the fact:

> The decision by the state, during the summer of 1996, to provide funding to lower elementary class size in grades kindergarten through grade three to a maximum of 20 students was totally unanticipated, consider-

> ing the severe economic constraints which schools in California have coped with for over a decade.
>
> Nevertheless, New Haven has enthusiastically embraced the concept of lower class sizes and, beginning with the 1996–97 school year, all classes in grades K–3 will contain 20 or fewer students.
>
> The smaller classes will require over 60 additional teaching stations for the 1997–98 school year. That is the equivalent of almost two elementary schools. Not only does that create a drain on available construction funds, it takes up significantly more space on existing K–4 campuses.

To "no teachers and no rooms," Superintendent Emanuele forgot to add "no books and no supplies."

When the rumors began, Jim O'Laughlin was vacationing in the South of France. It was slightly overcast, and maybe it was the drizzle that splashed a reminder on the cobblestone side street where he and his wife were walking that caused him to notice the red phone booth. He may have walked past one, maybe two (there is one on every corner), but he had, after all, promised to check in with the office regularly. His wife, expecting another "everything is fine. How are you doing?" conversation waited nearby. Donna Uyemoto told him: "Twenty to one is coming and Guy [Emanuele] wants to do it. What are we going to do?" Without a moment's hesitation, O'Laughlin responded: "We're going to do it. We will need rooms and people."

At the door of the phone booth, a woman waited impatiently. Jim tried to tell her it was going to be a while and pointed to a booth just down the road. She remained impatiently at the door to his phone booth. He got back to business: "Phone Jim at CSU–Hayward. Ask him what we need to do to set up the same caliber of elementary internship program as we have with the SSPP. Get our elementary BTSA specialists on board quickly." The woman at the door appeared even more impatient, if that was possible. Jim continued: "We'll use base district funds for the school-based instruction components of the program if we have to. Tell him we'll pay the university people for the extra labor involved. We don't have time to argue. Just clear the barriers."

Jim did finish his long-planned European vacation, but the phone calls to the office occurred a little more frequently. Upon his return to California, New Haven contacted every student in the CSU–Hayward elementary teacher education program with "a great opportunity." They readied the buildings, refocusing the stash from the recently passed bond dollars. They built portables "as good as permanent buildings—with air conditioning, carpeting, concrete foundations, and wiring for technology." It was a major effort, constructing more than 45 portables the first year and nearly 20 the second year.

In August, when the district could support them, New Haven hired 56 new teachers with 30 of them forming the CSU–Hayward intern cohort for elementary school teachers. They also hired a half-time experienced teacher from each school site to work with the interns—with base district funds. New Haven is aware of the research supporting lowered class sizes in the primary grades *when coupled with effective instruction.* Starting in September 1996 and continuing through the school year, New Haven's department of instruction provided a comprehensive professional development program for *all* teachers in grades 1–3.

- For new kindergarten teachers, the topics included getting started, room arrangement, active learning, emergent literacy, daily routine, and grouping practices.
- For all kindergarten teachers (new and experienced), topics included advanced work in grouping practices, phonemic awareness (new state reading gospel), intervention, safe learning environment, equity issues, brain research, and "kindergarten literacy."
- For new grade 1–3 teachers, the topics included room environment, grouping practices, learning issues, brain research, and early literacy.
- All grade 1–3 teachers received advanced workshops on early literacy.

83

A CSU–Hayward professor recalls sitting in a meeting with local assistant superintendents in September 1996. Except for New Haven, they were all still wondering what they were going to do with the challenge and opportunity of class-size reduction. He pointed out that New Haven hired 30 qualified teachers in two days and put in the necessary support systems in two weeks. He remembers O'Laughlin responding: "We did? I guess we needed to."

SUPPORTING STUDENT LEARNING: STANDARDS AND ASSESSMENTS

> Throughout his tenure in New Haven, Guy (Superintendent Emanuele) has pushed the expectations for student performance. For the past several years, James Logan High School has been one of the top ten feeder schools to the University of California at Berkeley.
>
> *Delaine Eastin, Superintendent of Public Instruction, California*

New Haven put all these supports for quality teaching in place for one reason—to make a difference in the lives of the community's children.

The important chronological note to remember is that the district did not begin by saying all children should learn x, y, and z (student standards). That is their endpoint. Their student standards and assessments grew out of good teaching and knowledgeable teachers; they did not precede them. The district began by getting serious about standards for teachers and upholding those standards. They developed simultaneously in two areas: (1) recruiting, retaining, and rewarding quality teachers; and (2) creating educational environments (both pre- and in-service, and in and out of school) that provided opportunities for the quality people they recruited to continue to grow as teachers. With their teaching quality system in place, they had created a district that could do more than just say what students should learn. They created a district where the educators could see to it that students do learn.

New Haven is currently piloting a district-wide, comprehensive K–4 standards and assessment system that will serve as a prototype for all grade levels. This system consists of

- clearly articulated performance standards with clear descriptions of seven different performance levels (from pre-readiness through independent) tied to grade-level expectations;
- a standards- or criterion-based parent reporting system that all students K–4, including special education and second language learners, receive;
- a three-stream assessment structure; and
- a database system that pulls together assessment, demographic, and intervention information for analysis and use in program planning and targeting student assistance.

According to information the school and district have received from the U.S. Department of Education and the RAND Corporation, the model is one of the few comprehensive standards systems to incorporate a learner-centered developmental perspective with the more traditional accountability features of standards-setting efforts.

The rest of this discussion focuses on one New Haven school, Cabello Elementary, for two reasons: Cabello led the way for the district in this effort; and the district's use of the strengths and interests of a particular school to create district-wide change is a consistently effective New Haven change strategy.

Cabello serves approximately 900 K–4 students. Like the rest of the district, the student population is extremely diverse. Roughly 26% of the students are Filipino with 18% West Asian (Afghan and Indian), 15% Asian (pri-

marily Vietnamese), 12% European, 11% African American, and 6% multiracial. Thirty-five percent of the students receive free or reduced lunch and 37% have a primary language other than English. The class roster from a second grade classroom puts a more human face on those numbers:

Adrian Dymarczyk	Adrian Yabut
Amit Sharma	Benjamin Lewis
Casandra DeLeon	Fatema Etemadi
Geffrey Shih	Haylai Mohammadi
Jasman Randhawa	Jaylene Mendoza
Jordan Bautista	Michael Osborne
Nisha Bhakto	Renee Payne
Ridhi Goswami	Ronald Poblete

Shirleysia James

The short list—the small class size—is a result of California's twenty to one initiative in primary grades as well as district and school staffing decisions that will be discussed later in the case.

As described in greater detail below, Cabello faculty began the standards and assessment development process five years ago. Within two years, 13 Cabello teachers had piloted the standards and assessments and had been joined by representatives from the other five elementary schools in the district to refine the process—including development of anchor papers and a teacher handbook. The following year (1995–96), the district gave permission for all Cabello teachers to use the new system along with a small group from each of the other schools. The following summer, 40 teachers thoroughly reviewed the entire process and by the 1997–98 school year, the entire system was fully integrated across all K–4 classrooms in New Haven. In the words of Cabello principal Dr. Louise Waters:[2] "Central to the success of this process and its sustainability over many years has been the district's willingness to grant flexibility to one site and then, which is even more unusual, to build upon the work of that site to radically alter district-wide practices."

85

[2]Dr. Waters is another example of the best and brightest coming home to work in the New Haven district. She grew up connected to New Haven where her father was the superintendent of schools. She went away to university, eventually receiving a doctorate. She returned to Union City and assumed a professorship at the nearby university. After eight years she left the university to become the principal at the elementary school her children had attended in the neighborhood in which she lived. The rest of this discussion is drawn primarily from, and owes a debt of gratitude to, Dr. Waters' documentation of the work—particularly Waters, 1998.

The Standards

Five years ago, as part of the 1993–94 Program Quality Review, the Cabello faculty began analyzing student writing samples against grade-level anchor papers. During this analysis they documented the academic heterogeneity teachers knew existed in every class. This variability meant that it was not sufficient for a teacher to simply teach the "third grade" curriculum. Similarly, it meant that an assessment and reporting system based on grade-level criteria associated with traditional grades did little to report achievement adequately to parents, describe the next instructional level to teachers and parents, or motivate students to move forward regardless of their current level of accomplishment. In response, the faculty decided to develop a new assessment and reporting system. The purpose of this system was to clearly report student achievement relative to standards consistently applied for all students. While the work may have begun as a simple change in the report card, it quickly moved well beyond that into a full-fledged standards and assessment inquiry.

Concerned that such a system could trivialize student outcomes and handcuff contextualized use of professional knowledge, the faculty committed themselves to offering

> an educational program that engages and motivates students, providing all with a rich and challenging program. This is the constructivist, active learning, holistic curriculum of literature-based language arts; hands-on science; open-ended problem-solving math; thematic instruction and project-oriented learning. At the same time we must make sure that students are able to acquire and practice the skills of learning at an instructional level and with the guidance they need to be successful.
>
> *Status Report to Faculty, January 1996*

The work began with teams of teachers defining seven different performance levels of achievement in writing (followed by reading and math). According to one participant, "we used everything out there as starting point for the development of our standards. The initial drafting committee was 'whoever wants to come'." The original committee reported to the faculty. Those who chose not to participate, however, were clearly told that they would have to live with the results. Over time, the standards committee studied the California Content Standards; standards from the major curriculum groups (like the National Council of Teachers of Mathematics); the Michigan *Omnibus Guidelines*; and achievement standards from British Columbia, Washington, and Oregon. For each of the seven levels (Pre-Readiness, Readiness, Beginning, Early, Developing, Intermediate, and Independent), teacher teams developed a narrative and indicators ("anchors"). The faculty then aligned their report cards with these anchors.

The work of the initial drafting committee was "accuratized" by the whole faculty, working together, going over student work in faculty meetings as well as in workshops drawing on faculty expertise from all the other elementary schools in the district. Louise Waters feels strongly that it worked because

- we had the teachers develop the standards—that was the best staff development;
- we understood that it takes time and that the process is uneven—three years to get to this baseline point; and
- we understood the assessments have to be made over time and embedded within the classroom and the curriculum in order to avoid becoming mechanistic and trivial.

The teachers who have now been working on the system for five years and the district office personnel add another "because"—the total involvement and support of the principal.

The Assessments

Assessment of student progress relative to the standards is primarily achieved through student portfolios, which in turn are summarized in a standards-based report card. The report card specifies each of the levels and, within each level, key indicators of progress. The card also delineates end-of-year grade-level expectations. The report card clearly explains to parents, children, and teachers each of these levels and what skills have or have not been achieved. The report card also shows the level (emerging, progressing, or accomplished) at which a child is working on those skills.

To use this report card effectively, teachers must include classroom opportunities for students to demonstrate the skills to be assessed. At the classroom level, each Cabello teacher collects two types of student data:

- student work samples/portfolios (i.e., ongoing work such as reading-response journals or math journals, as well as specific papers and projects); and
- teacher observation data (i.e., running records[3], reading conference summaries, anecdotal notes).

[3]All students are assessed with running records at least four times a year. Running records are an authentic assessment of a child's development in decoding skills and comprehension. This, in addition to ongoing assessment of classroom work in relation to the standards, allows teachers to target instruction even within whole-class lessons. For instance, knowing which beginning consonants a child can read allows the teacher to call upon that child to participate successfully in an interactive writing lesson.

Teachers use both sources of data to evaluate students against the performance criteria and work samples contained in the New Haven standards. Students share their portfolios with their parents during student-led parent conferences in the fall and spring. Once the student has guided parents through his or her accomplishments and the parents have seen the performance anchors, the teacher presents the actual report card and explains the student's performance level.

In addition to the classroom-based performance and observation data, the school also uses district sponsored end-of-year reading and writing performance tests. These performance tests are grade specific and provide a cross-check to the standards-based report card. The district will also incorporate results from the new California State Testing and Reporting System into the program as a further cross-check on performance.

The Database

The database constructed and maintained by the school includes report card, performance assessment, and standardized testing data. It provides access to information in a format, and with the necessary ease of use, that makes the standards and assessment system a functioning component of the school's program for children. In addition to the three forms of achievement data, the school-wide database also includes fields for (a) demographics (ethnicity, primary language, limited English status, date of enrollment, birthdate, gender, special education or gifted status); and (b) interventions (Title I tutoring, Homework Club, counseling groups, reading specialist intervention, etc.). In this way, the database allows faculty to analyze their programs to determine which individuals and groups are, or are not, meeting the agreed-upon standards. This in turn informs programmatic decision making.

The faculty determines how they want to "slice the data" by mixing or matching any of the data fields (e.g., content area achievement disaggregated by ethnicity and gender). Teachers receive the data slices they create for each classroom as well as for the school as a whole. This presentation of performance against standards raises one basic powerful instructional program question: Why are these the numbers? For instance, after an initial look at data, teachers wondered if the achievement results reflected the school's large second language learner population and/or the increasing transience of the student population. To analyze this question, a school-wide literacy study group suggested creating a "standard student"—a fully English-proficient, non–special-ed student who had been enrolled in the school for at least two years. As with all inquiry, their initial finding—that "non-standard" students did not achieve as highly as standard students—was perhaps of less value to them than the new questions raised.

For instance, Cabello determined that 168 out of 859 1st–4th grade regular education students (approximately 19%) were judged below or almost below age level. While limited English proficiency (LEP) and special education students were included in these figures, only 15 of the 168 were classified for special education and 24 as LEP. Contrary to the assumptions going into the analysis, language did not appear to be a major contributor to underachievement. Specifically, while approximately 19% of all 1st–4th graders were below, or almost below, age level, only 23% of Cabello students whose primary language was not English fell into this category. If the issue was not limited English proficiency, what was it? Two additional data slices beyond LEP and transiency furthered faculty knowledge: family name (to determine potential disparities in achievement within a family) and primary language assessment scores (as an indicator of a possible basic language-processing problem). The system helps assure that no child falls through the cracks while simultaneously enhancing understanding of achievement patterns.

The System in Action

A second grade teacher walks into the principal's office to share a concern about a boy in her class. "Should I refer him to the study team? He's LEP but seems to be doing well in math." "Well," says Louise, the principal, "let's take a look at the possible issues." She goes to the computer and calls up the boy's achievement file. "Let's see how long he has been here." It turns out the child has been at the school since kindergarten. She glances at another screen displaying the achievement trends of other nontransient students. "Hmmm, other children who have been with us are achieving well. Let's see what kind of progress he has made over the past three years." She calls up another screen disaggregating student data—this time by language proficiency. "Hmm, other children who entered with limited English proficiency but who have been with us for three years are achieving well. So chances are it is neither an LEP nor a transience issue. Let's see how he did on his primary language assessment." It turns out that he performed poorly on assessments of his primary language ability as well. "So, the issue," conclude Louise and the teacher together, "is a general language deficit." Before the teacher leaves the office, they have, via computer, contacted the resource specialist to set up a special education assessment and the literacy coordinator to design specific classroom strategies to be used in developing an instructional plan to meet his learning needs.

From a managerial accountability perspective, this interaction took away all the excuses for poor performance. From a more professional and learner-centered accountability perspective, the more important result of the exchange was that in a matter of moments the teacher identified the key learning variables and issues for the child and located the support necessary to construct a learning environment able to enhance the student's learning.

Uses of the System

The key to the standards and assessment system is not the testing but rather the web of supports activated by the assessments. Perhaps the most fundamental use of the standards and assessment system is as a tool for classroom-level instructional planning. For example, in August each teacher receives a printout of the levels of each of his or her students' performance in reading, writing, and math. The teachers, initially, use this information to design guided reading groups, target computer software, and assign home reading levels. Ongoing authentic assessment (for example, running records of reading) against the standards helps the teacher continually modify these groupings. In addition, teachers use this assessment information to identify students needing tutoring during the afterschool extended day program and/or homework support. On a more personal level, the database also helps maximize the match of primary-age students and their intermediate-age reading buddies where younger students read with older students.

At the school level, Cabello uses the system to guide changes in just about every educational arena:

Staffing—The school is seeking to address heterogeneous within-class achievement without sending children out of the classroom and assuring daily access to the support that will lead them to success. The approach is to move away from a full-time resource reading teacher who works with small numbers of students in a pull-out model to a literacy coordinator who works half time as a classroom teacher and half time as a professional educator with other teachers in the school. In this way, the skills of all teachers are developed and all students receive expert literacy support.

Instructional Programming—Cabello's home literacy program and in-class guided reading resulted from analysis of achievement patterns—especially its findings regarding English language learners. The school is undertaking a similar process in math where teachers are designing homework and in-class strategies to meet the wide range of math skills among children in single classrooms.

Resource Allocation—This change was seen most dramatically two years ago when Cabello turned down $20,000 from the district for take-home computers for 4th grade Title I students. Instead, they convinced the district to allow the school to spend the money on beginning and early-level take-home science reading books for 3rd and 4th grade classes. The standards assessment system pointed out a greater need for reading materials for out-of-grade-level students than for more computers. Louise Waters explains, "We turned down more technology dollars for more instructional

materials for teachers to be able to work with students where they are capable of succeeding."

Facilities—The reallocated technology money resulted in an extensive collection of reading materials (for example, Big Books, small group sets of books, Wiggle Works CD-ROMs) color-dotted to correspond to the assessment levels. This in turn created the need for a centralized literacy center, one entire section of which is devoted to leveled sets of science books to integrate science and reading. Almost as an afterthought, the principal also mentioned, a "closet for the data entry person."

Configuring Classes—The database is used in forming classes to make sure that within each class there are clusters of students with similar reading levels so that no one high or low student is an isolate (either by ability, gender, or ethnicity). It is also used to make sure that every non-English student is paired with a fluent-English peer of the same native language (a language partner). As language partners work with each other on carefully designed instructional activities, their collaboration enhances the English language development of the LEP partner and the academic progress of both partners.

The use of the system to guide program planning is ongoing. As Louise Waters notes:

> While we are refining the assessment process, it is clear that the issue of multiple skill levels within each classroom is here to stay. The questions here include: How can we best use our technology (and tech training time) to assist with these needs? What additional classroom materials do we need? How can the math adoption process be tailored to fit this reality, since all math curriculum comes in grade-level packets? What training or curriculum support do teachers need to achieve the balance between whole class/heterogeneous instruction and small homogeneous groupings? How can homework and parent volunteers be best utilized to meet the demands of this range? What additional resources do we need to make this happen? Since the schools that are most adept at this type of multi-level, balanced, instruction report that the key is joint teacher planning and sharing the planning/preparation burden, how can we facilitate team planning?

Sea Change in Teaching

Such a program puts a major responsibility on teachers. It is no longer sufficient to assess whether or not a child is meeting a grade-level expectation. What children know and are able to do must be clearly documented using both student work and teacher observation. This requires more than simply presenting information; it involves an expectation that the content of the standards be accessible to, and learned by, students at all performance

levels. The purpose is not to label a child but rather to develop a program that facilitates the student's development.

Principal Louise Waters explains the change as follows:

> This makes outcomes public. It shifts conversations and accountability.... Teachers now come in and say, "What am I going to do?" because we all have to document what the children *can do* rather than saying, "This student can't do fourth grade...." It is no longer teacher by teacher. It allows us to "cluster solutions...." The creation of this model has increased our professionalism as individual educators as well as our professional cohesion across classrooms, schools and between schools and the district office. We are accomplishing a sea change in teaching.

References

Elmore, R. (1997). *Investing in Teacher Learning: Staff Development and Instructional Improvement in Community School District #2, New York City.* New York: National Commission on Teaching and America's Future.

National Commission on Teaching and America's Future (1996). *What Matters Most: Teaching for America's Future.* New York: Author.

Waters, L. (1996, January). Status report to faculty. Unpublished school documents.

Waters, L. (1998). How to Design a Model Standards-Based Accountability System, in Elise Trumball and Beverly Farr (Eds.), *Accountability in the Age of Standards: The Role of Grades.* Norwood, MA: Christopher-Gordon Publishers.

Appendices

Appendix A

BTSA Support Materials 97

Appendix B

Sixty-six Functions of the Personnel Administrator 109

Appendix C

Professional Growth Opportunities for BTSA Participants 111

Appendix D

CSU-Hayward–New Haven Single Subject Partnership Program 115

Appendix A

BTSA Support Materials

PRE-OBSERVATION CONFERENCE

Steps

1. Establish rapport with the candidate.
   - greeting
   - small talk
   - begin when you sense the person is ready to begin
2. Identify concern or focus of observation in concrete terms. Discuss strategies previously attempted.
   - Help the teacher pinpoint the specific problems. For example, if the new teacher says, "Things aren't working in my 5th period class," you want to get them to be more concrete by saying, "It takes me ten minutes to get my kids on task."
   - Example questions to ask:

     What is the objective of your lesson?

     How will you introduce the lesson (provide motivation, etc.)?

     What activities will the students do?

     What do you expect the students to learn (student outcomes)?
3. Ask whether "bonus" feedback is desired.
   - Example: "You've asked me in to watch management. Would you like me to tell you about anything else I see?"
4. Agree upon the specific day and time of the observation and *keep it.*
5. Set a time for the post-observation conference.
6. Some teachers like a reminder about the observation time to be put in their box.

Data Collection

1. Determine the focus of the observation during the pre-observation conference.
2. Decide how you will collect the factual data.
   - Classroom observation report (COR) free-form style for general narrative
   - Classroom observation short form: used for overall picture of planning, instruction, and management; also used with the COR to pull out specifics
   - Binder paper: used however you want; create your own data collection sheet
   - Visitation data sheets: used to gather specific data on identified goals
   - General observation form: used to record non-teaching observations (i.e., lesson plans, unit plans, portfolios, collaboration, staff development)
3. Analyze the data you have collected.
   - Review the pre-observation conference
   - Summarize the data you have analyzed on the COR summary form
   - This is the place where you can interpret the data: give praise and offer suggestions

POST-OBSERVATION CONFERENCE

Steps

1. Bring all of the observation data into the conference.
2. Review the initial conference.
3. Present the observation data.
4. Encourage the teacher to analyze the data.
   - Ask the teacher how he or she thought the lesson went.
   - Use reflective conversation techniques to discuss the lesson.
5. Share the summary sheet you wrote and add the teacher's comments. Make sure to include positive statements on the summary sheet, as well as any suggestions you may have.
6. Send copies of all forms to your BTSA specialist and the new teacher. Keep in mind that these forms are confidential.

BEGINNING TEACHER SUPPORT AND ASSESSMENT

Classroom Observation Report

Date: _____

Teacher: _____ Observer: _____

Class observed: _____ Period covered: _____ No. of students: _____

Activity observed: _____ Time in: _____ Time out: _____

FOCUS OF OBSERVATION:

OBSERVATION:

Observation made by: _____ Date: _____

THIS DOCUMENT IS FOR USE ONLY BY THE BEGINNING TEACHER SUPPORT AND ASSESSMENT PROJECT STAFF AND WILL NOT BE ENTERED IN THE TEACHER EVALUATION FILE OR USED IN ANY WAY FOR THE PURPOSE OF TEACHER EVALUATION

Copy 1: BTSA File Copy 2: Observer Copy 3: Teacher

BEGINNING TEACHER SUPPORT AND ASSESSMENT

Classroom Observation Summary

To be Completed by Observer

Teacher: _____

The following summary is based upon the attached observation made by:

Observer: _____ On: _____

STRENGTHS/COMMENTS/SUGGESTIONS/RECOMMENDATIONS

101

Observation made by: _____ Date: _____

THIS DOCUMENT IS FOR USE ONLY BY THE BEGINNING TEACHER SUPPORT AND ASSESSMENT PROJECT STAFF AND WILL NOT BE ENTERED IN THE TEACHER EVALUATION FILE OR USED IN ANY WAY FOR THE PURPOSE OF TEACHER EVALUATION

Copy 1: BTSA File Copy 2: Observer Copy 3: Teacher

DOMAIN 1–Management Name: _____ Date: _____

What procedures and routines are evident? (opening, closing, transitions, independence, etc.)	How are expectations of student behavior established and monitored?	How is the classroom arranged to allow for safety, effective management, and instruction?
How is self-esteem developed in the classroom?	What opportunities do students have to take responsibility for their own behavior?	How is the classroom management reflective of your lesson planning?

- The teacher's instructional program adheres to curricular objectives and reflects the goals and objectives of the course of study.
- The teacher provides for instruction of students with exceptional needs, including high-ability students.
- The classroom reflects subjects taught and stimulates student achievement.

DOMAIN 2–Content Knowledge Name: _____ Date: _____

How does teacher demonstrate accurate knowledge and understanding of content?

What adjustments are made to assure that content is relevant to each student?

- The teacher's instructional program adheres to curricular objectives and reflects the goals and objectives of the course of study.
- The teacher provides for instruction of students with exceptional needs, including high-ability students.

How are grade-level expectations/frameworks used in planning? How are connections made across the curriculums?

What evidence indicates that students are encouraged to apply knowledge, and can think critically?

DOMAINS 3 and 4—Planning Instruction/Powerful Learning Name: _____ Date: _____

How do written plans show evidence of a developmental sequence of instruction?	How do plans show evidence of a variety of activities, resources, and materials to address different modalities and varying skill levels?	How are students made aware of desired learning goals?
How is knowledge of different cultural perspectives reflected in your planning?	How is the knowledge acquired from student assessment incorporated into planning?	What evidence suggests that clear plans have been provided for substitutes?

- The teacher plans for all instruction.
- The teacher provides clear and appropriate materials for substitutes.
- The teacher uses strategies/techniques that make materials understandable.
- The teacher uses appropriate instructional materials.
- The teacher uses effective teaching techniques and activities.

DOMAIN 5–Assessment Name: _____ Date: _____

How are performance expectations established and made clear to the student?	How does the teacher select and reflect on student work?	What opportunities do students have to build their skills in self-reflection, and establish expectations for themselves?
What evidence is there that the teacher uses a variety of assessment techniques?	How are records of student work kept updated and accurate?	How is parent communication established and maintained regarding student progress?

- The teacher systematically assesses students on course objectives.
- The teacher maintains accurate, updated records of student progress.
- The teacher employs grading practices that are consistent with policies.
- The teacher provides evidence that pupils are progressing toward the attainment of course objectives.

OTT 110 SOL

DOMAIN 6–Teacher as Professional Name: _____ Date: _____

In what ways do I participate as a member of our school team with faculty, administrators, and other colleagues?	In what ways do I promote dialogue and interaction with families and community members?	How do I interact with students in activities outside the classroom?
How do I demonstrate high standards in my professional work ethic?	In what ways do I use information and feedback about my teaching to grow professionally?	What staff development opportunities have I participated in that directly related to my plan for professional growth?

- The teacher participates in curriculum review and revisions, and school plan development and implementation.
- The teacher has a plan for professional growth.
- The teacher takes part in student activities.
- The teacher assumes his/her responsibilities in accordance with school and district policies.

Objective: [ ] Initial Induction Plan [ ] Interim Assessment [ ] End-of-Year Assessment [ ] Other Date: _____

Team Members Present: _____

Triumphs:	Challenges:

Focus Area:

Goal:

Action Plan (What and Who):	Target Date:

DISTRIBUTION: File Beginning Teacher Partner Teacher NEW HAVEN SCHOOL DISTRICT

PORTFOLIOS

As part of the support process, first year teachers will begin a reflective portfolio that will be more thoroughly developed in their second year.

PURPOSES

Reflection: The portfolio provides authentic assessment opportunities.
Self-Esteem: Reflecting on a collection of one's best work motivates and affirms success.
Showcase: Many new teachers use their portfolios to document their progress for administrative evaluations.

STRUCTURE

The new teacher will collect samples/artifacts throughout the year for possible inclusion in the portfolio.

IDEAS

- photos
- well-designed lessons with student samples
- collaborative projects
- lists of professional growth experiences
- personal mementos
- reflective writing
- observations/feedback

Appendix B

Sixty-six Functions of the Personnel Administrator

- Develop job descriptions
- Maintain personnel records
- Establish guidelines outlining the number and types of staff that a school or office may hire
- Develop specific guidelines for supervisors related to district's affirmative action plan
- Provide notification about contracts and salaries to employees
- Market the school district as a prospective employer
- Post vacancies/place advertisements regarding openings
- Provide aggressive leadership in the development and implementation of technological applications in the personnel office
- Conduct recruitment activities for all positions
- Conduct pre-employment testing
- Review applications for instructional or administrative positions
- Review applications for support staff positions
- Conduct reference/background checks for professional staff
- Conduct reference/background checks for non-professional staff
- Act as the liaison between prospective employees and supervisors within the district who have positions to fill
- Interview candidates for instructional or administrative positions
- Interview candidates for support staff positions
- Offer position and process paperwork to hire instructional or administrative staff
- Offer position and process paperwork to hire support staff
- Develop/implement career ladder programs
- Develop/implement procedures for internal promotions/transfers
- Screen applicants for the position of substitute teacher
- Develop/maintain the list of substitute teachers
- Contact substitute teachers as needed by schools on daily basis
- Act as the supervising office for substitute teachers in regard to accounting for hours and payment
- Coordinate staffing for adult education program
- Conduct job analysis/salary studies
- Develop salary schedules

- Administer the staff payroll operations
- Administer the employee health insurance program
- Administer the employee retirement program
- Coordinate employee assistance programs (EAPs)
- Administer unemployment compensation claims
- Administer workmans compensation claims
- Provide personal counseling for employees
- Conduct interview/process paperwork for exiting staff
- Process paperwork for sick leave, annual leave, etc.
- Contract with individuals outside the district for services
- Conduct new employee orientation and induction programs
- Inform new employees about employee benefits
- Monitor human relations and EEOC complaints for the district
- Plan/conduct staff development for instructional staff
- Plan/conduct staff development for non-instructional staff
- Review and mediate employee grievances
- Complete federal/state/local reports pertaining to personnel
- Provide data as requested by superintendent and school board
- Develop/implement an employee recognition/awards program
- Participate in employee councils or advisory groups
- Administer tuition assistance programs
- Administer an employee social/recreational program
- Develop/implement disciplinary procedures
- Develop/administer guidelines for reduction-in-force
- Develop/administer programs to decrease staff absenteeism
- Negotiate with employee groups
- Interpret contract management and application of contract terms
- Negotiate with providers of employee health insurance, etc.
- Develop/monitor student enrollment projections
- Develop forecasts of staffing needs
- Develop guidelines and procedures for staff evaluation
- Develop the personnel-related components of the budget
- Present personnel-related information to the school board
- Develop/distribute an employee handbook outlining policies, procedures, and benefits
- Develop/distribute an employee newsletter
- Develop/conduct employee attitude and opinion surveys
- Develop/implement employee wellness programs
- Develop/implement employee daycare programs

Appendix C

Professional Growth Opportunities for BTSA Participants

Fred Jones: Positive Classroom Discipline/Instruction

For over 20 years Fred Jones, Ph.D. has studied highly successful teachers–the "naturals"–to see how they make success look so easy. Successful teaching is neither "magic" nor is it a collection of handy hints–the proverbial bag of tricks. Rather, successful teaching is built around a handful of core competencies that are expressed in everything the teacher does.

These workshops, offered by classroom teachers with certification as Fred Jones trainers, are designed for teachers who wish to improve classroom management through

Classroom Structure: Arranging the classroom environment to your advantage so that all the subsequent management skills will be as easy as possible to implement.

Limit Setting: The subtle process of "meaning business" in the classroom by which rule enforcement becomes both relaxed and invisible.

Responsibility Training: The basic process by which all children learn to internalize responsibility for their own actions–but adapted to the classroom so that patterns of cooperation can be taught to all students pleasantly and economically.

Back-Up Systems: The sophisticated use of low-key negative sanctions to resolve severe **or** repetitious behavior problems while avoiding the more public, stressful and self-perpetuating measures with which we grew up.

Synthesis: The integration of discipline management into a system for dealing with all kinds of behavior problems in such a way that leaves us free to teach.

Anatomy of a Structured Lesson: The sequence of events by which a new skill or concept is most efficiently transferred from the mind and body of the teacher to the mind and body of the student.

Corrective Feedback: The precise process of giving corrective feedback to a student who is stuck–omitted in all of our background and former training–which makes independent learners out of students who typically sit with hands raised waiting to be helped.

Lesson Design: The simple methods of representing a lesson to the students in such a way that it serves as a study guide and, consequently, as a bridge to independent learning.

Lesson Presentation: The theory and practice of presenting a lesson in all modalities of input and output with maximal opportunity for performance and peer interaction so that the rate of learning and its retention and generalization are maximized.

Incentives for Diligence and Excellence: A practical approach to increasing the quantity and quality of classroom work. These methods replace pressure and performance anxiety with a modern technology of quality control while reducing the teacher's paper grading burden.

Diversity Training

Note: The following material is excerpted from materials presented at the training. Originally designed in 1993 under the leadership of Donna Uyemoto, the workshop and manual are currently being revised by the State Department of Education and the California Commission on Teacher Credentialing for statewide use.

A Guide to Becoming Culturally Responsive and Responsible Educators

This training for new teachers and their support providers comes out of the recognition that we must address the increasing cultural and linguistic diversity of our students by becoming more responsive and responsible educators.

Currently in California public schools over 50% of the students are children of color. One third of our students are Latino. One out of four children speaks English as a second language. Over 230 languages are spoken in California. One out of six children was born in another country. This richness of diversity presents us with a great opportunity and an enormous challenge.

Our schools are not effectively meeting the needs of our increasingly diverse student population. Only 50% of Latino students finish high school. Less than 10% finish college. Only 6% of Native American students finish college. While 70% of the African American students complete high school, only 12% go on to finish college, compared to 23% of white students.

This training is an attempt to forge a new path. It is based on the four principles drawn from the work of researchers and practitioners in the field of culturally responsive pedagogy. This two-day training is seen as a foundation of ongoing work that beginning teachers and their support providers will continue through extended learning opportunities over time.

Outcomes for Training

- Develop an understanding of how their beliefs, values and behaviors impact their classroom practice
- Examine the obstacles to success that culturally and linguistically diverse students face in the educational system
- Further develop their sense of efficacy as educators of every student in their classroom
- Identify and commit to ways they can be culturally responsive and responsible educators

Agenda

I. Welcome/Introduction–Setting the Tone: Community of Learners

Goals–focus on language, culture and unlearning racism

II. Community Building

Goals–get acquainted; value differences and commonalities among us

III. Overview and Rationale

Dr. Eugene Garcia (Dean, UC Berkeley School of Ed)
Demographics
Principles

Teachers committed to becoming culturally responsive and responsible educators:

1. continually examine and reflect how their own beliefs, values, perspectives and behaviors about teaching and learning are shaped by life experiences and socio-cultural contexts and how this influences their work with diverse students.

2. implement a relevant and challenging curriculum which draws upon the knowledge, life experiences, interests and competencies of each student.
3. design and implement equitable opportunities that maximize student learning through interaction, participation and empowerment.
4. understand, value and draw upon the knowledge, culture, language and experiences of families and other members of the schools community.
   Goals–understand rationale for the workshop; introduce four principles that guide us in becoming culturally responsive and responsible educators

IV. Diversity: A Resource and Strength–Three Experiences

1. An interview with Victor Villaseor
   Goals–to examine productive and unproductive beliefs about what causes students to be at risk; to begin to explore obstacles to teaching and learning
2. Language Diversity–Dr. Lily Wong Fillmore
   Goals–to consider the reality for second language learners in classrooms where their primary language is not valued; to realize the consequences of students losing their home languages; to recognize our responsibility to prepare all students to live successfully in a multilingual, multicultural society
3. Responding to Student Differences–Educator Expectations and Student Achievement
   Goals–to recognize the impact of teacher attitudes and expectations on students; to reexamine the unequal treatment of students that results from our responses to student differences

V. The Color of Fear (film)

Goals–present personal stories and intimate, confrontive dialogue about issues of racism; stimulate personal reflection and open dialogue among participants about racism and the struggle to unlearn it; recognize that a person's racial and ethnic identity contributes to the obstacles they must confront or the privileges they benefit from in this society (this component of the training is a feature added by the New Haven BTSA program and is led by a facilitator trained in the use of the film)

VI. Listening to Student Voices

Goals–examine empowering and disempowering experiences in school; hear the voices of diverse students; realize how powerful the interaction between student and teacher is for academic success

(Student Voices is a video produced in Santa Cruz consisting of stories of and from high school students about their own experiences with teachers–both positive and negative. It demonstrates how teachers in classrooms empower or disempower students. The point, like the point of the entire workshop, is to reinforce for the teachers what they bring into the classroom with them and the need to be conscious of that.)

VII. Case Study

Goals–reflect on how we can move our own practice forward

VIII. Community Circle

Goals–to share insights, commitments, appreciations; affirm sense of community

Appendix D

CSU-Hayward–New Haven Single Subject Partnership Program

CSTP Standards

One Engaging and Supporting All Students in Learning

1. Connecting students' prior knowledge, life experiences, and interests with learning goals.
2. Using a variety of instructional strategies and resources to respond to student's diverse needs.
3. Facilitating learning experiences that promote autonomy, interaction, and choice.
4. Teaching subject matter, problem solving, critical thinking, and skills in meaningful activities.
5. Promoting self-directed, reflective learning for all students.

Two Creating and Maintaining an Effective Environment for Students

1. Organizing the physical environment.
2. Planning and implementing classroom procedures and routines that support student learning.
3. Establishing a climate of fairness and respect.
4. Promoting social development and responsibility in independent and group learning.
5. Establishing and maintaining standards for student behavior.

Three Understanding and Organizing Subject Matter Knowledge for Student Learning

1. Demonstrating knowledge of subject matter.
2. Organizing curriculum to support student understanding of subject matter.
3. Integrating ideas and information within and across subject matter areas.
4. Developing student understanding of subject matter through instructional strategies.
5. Using materials, resources, and technologies to make subject matter accessible to students.

Four Planning Instruction and Designing Learning Experiences for All Students

1. Drawing on and valuing students' background, interests, and developmental learning needs.
2. Establishing and articulating goals for student learning.
3. Developing and sequencing instructional activities and materials for student learning.
4. Designing long and short term plans to support student learning.
5. Modifying instructional plans to adjust for student needs.

Five Assessing Student Learning

1. Establishing learning goals for all students.
2. Collecting and using multiple sources of information to assess student learning.
3. Involving and guiding students in assessing their own learning.
4. Using the results of assessments to guide instruction.
5. Communicating with students, families, and other audiences about student progress.

Six Developing as a Professional Educator

1. Reflecting on teaching and learning.
2. Engage families in student learning.
3. Utilizing community resources to support student learning.
4. Working with colleagues to improve teaching and learning.
5. Pursuing opportunities to contribute and grow professionally.

TED Course Objectives

TED 5301 Psychological Foundations in Secondary Education

1. Identify theories of human development, both cognitive and social, particularly as they relate to working with adolescent youth;
2. Read professional literature related to theories of learning and relate it to the organization of instruction;
3. Read professional literature on effective teaching and consider its usefulness in teaching;
4. Consider the appropriateness of different approaches to teaching as related to the objectives of the lesson (e.g., recall, critical thinking, problem solving, information processing);
5. Demonstrate an understanding of the complex nature of motivation and the teacher's role in facilitating students' motivation and general classroom atmosphere;
10. Describe the influence of the family on student learning and how the teacher can communicate with parents and students for improved learning;
12. Use available technological resources to inform themselves about educational issues;
13. Describe the social and psychological factors that empower students in the educational system.

TED 5303 Classroom Management in the Secondary Schools

1. Select approaches which address the needs of students with diverse backgrounds;
2. Select approaches which promote a positive learning environment and foster mutual respect among students;
3. Apply approaches in the classroom, documenting results of their use;
5. Assess his/her own attitudes about learning environments;
7. Use effective communication with parents and professionals to support students' learning and well-being;
8. Demonstrate knowledge of the laws of California that particularly apply to classroom management issues.

TED 5305 Social/Cultural Influences

1. Identify the most significant philosophical, political, educational, and pedagogical influences on the current status of secondary education in the United States.

TED 5310 Principles of Education

1. Identify basic components necessary in development of lesson plans;
2. Take any topic in the candidate's content area and plan different lessons on the topic (including selection of appropriate materials), following different "basic" instructional models;
3. Choose the most appropriate instructional model to use when teaching a given objective;
4. Prepare and utilize strategies, techniques, activities, and materials that emphasize students' prior experiences and learning preferences;
5. Write several clearly-stated lesson plans in which the instructional objectives, teaching strategies, classroom materials, and assessment plans are coordinated and consistent with each other;
6. Be introduced to the levels of thinking reflected in educational objectives and the appropriate instruction for various levels;
7. Use a variety of media when planning and delivering a lesson;
8. Explore the research on effective teaching practices, and
9. Include selected course assignments and artifacts of instruction into a portfolio.

TED 5318 Professional Responsibilities

1. Describe the legal rights and responsibilities of teachers, students, and parents and relate that knowledge to practical issues;
2. Describe the code of ethics for the teaching profession and discuss ethical problems faced by teachers

TED 5320 Content Literacy

4. Demonstrate an understanding of the reading process and its application in content classes.

TED 5329 Single Subject Field Observation

2. Observe and identify models of classroom instruction;
3. Observe and identify models of classroom management;
4. Observe various classroom environments;
7. Include selected course assignments and artifacts of instruction into a portfolio.

TED 5099 Classroom Computing (Clear Credential Course)

1. Use the ClarisWorks word processor to write, edit, format, save and print;
2. Use the ClarisWorks database to design and construct a database;
3. Search, sort and print reports that locate information, look for relationships and test hypotheses;
4. Select appropriate database applications for the classroom;
8. Use ClarisWorks to combine text and and graphics;
9. Select curriculum based topics where publishing could enhance the learning experience. (Classroom Management Plan);
10. Determine classroom appropriateness and effectiveness of commercial and/or public domain software including CD-ROM and Laserdisc technology;
12. Use the Internet to access libraries, databases, and e-mail.

NHUSD Additions

Technology

- Demonstrate competency in the following additional applications: District e-mail, TappedIN, Student Profile and Attendance;
- Demonstrate competency in navigating the World Wide Web.

Self-Esteem

- Recognize the over-arching role of self-esteem in the teaching and learning process.

District Policies

- Recognize the norms of the school site they will be placed at, including management expectations;
- Recognize district expectations of professional responsibility for student safety and sexual harassment.

Lesson Planning

- Write an effective lesson plan using New Haven Models;
- Identify the process for organizing units and long-term planning.

Professional Responsibilities

- Participate in individual site staff development opportunities.

TED Course Objectives

TED 5301 Psychological Foundations in Secondary Education

11. Describe the influence of teacher expectations on student achievement;
14. Describe the aspects of receptive and productive stages of language development.

TED 5303 Classroom Management in the Secondary Schools

4. Distinguish among strategies that are supported by empirical evidence, condemned by empirical evidence, and those for which no empirical evidence is found;
6. Manage and respond to student conduct effectively in a variety of classroom activities; small-group and whole-classroom activities;
9. Describe the interaction between instruction and classroom management and identify different approaches to classroom management.

TED 5305 Social/Cultural Influences

1. Identify the most significant philosophical, political, educational, and pedagogical influences on the current status of secondary education in the United States;
2. Describe how the cultural identity of students can affect their experiences in secondary classrooms;
3. Discuss the historical experiences of ethnic groups in U.S. public schools, such as Mexican-Americans and African-Americans, noting relevant state and federal law/policy;
4. Analyze the historical experiences of young women in U.S. public schools, citing relevant state and federal law/policy.

TED 5316 Planning, Developing, and Evaluation Instruction

See objectives under TED 5317 Teacher Preparation C, Winter Quarter.

TED 5320 Content Literacy

1. Describe classroom practices and instructional materials in reading and language arts that promote educational equity, and ones that undermine equity, among students from ethnically, culturally, racially, and linguistically different backgrounds, and who are of different gender, socioeconomic levels, and with challenging conditions.

TED 5326 ESLMethods in the Secondary School Language and Literacy

1. Describe program models for LEP students in secondary schools and discuss those models in relation to relevant state and federal laws;
2. State the basic principles of second language acquisition theory underlying current best practice in ELD;
3. Define the characteristics of a communicative-based approach to ELD in the context of the secondary classroom;
4. Design lessons following the principles of communicative approaches for secondary LEP students;
5. Design ELD lessons for secondary LEP students which foster the acquisition of literacy;
6. Discuss the appropriate context and describe the instructional strategies for teaching ESL through content to secondary LEP students;
7. Describe the concept and define the appropriate instructional context for SDAIE in the secondary school. [D]iscuss the relationship of ELD, ESL through content, and SDAIE;
8. Describe the criteria, standards and process for the identification and redesignation of LEP students;
9. Demonstrate knowledge of relationship between bilingual education and ESL instruction;
10. Include selected course assignments and artifacts of instruction into a portfolio.

TED 5329 Single Subject Field Observation

1. Use several classroom observation techniques for peer observations or observing individual students;
5. Observe student interactions, behaviors, and patterns in multicultural classrooms and classrooms with linguistically-diverse students;
6. Observe teacher behaviors and student interactions in multicultural classrooms.

TED 5370 Second Language Acquisition

1. Demonstrate knowledge of how first language acquisition and development compare with second language acquisition and development;
2. Demonstrate knowledge of English language structure and use, including phonology, morphology, syntax, and semantics;
3. Demonstrate knowledge of sociocultural variables which have an impact on second language acquisition and development;
4. Demonstrate knowledge of language policy issues and their impact on educational program planning and development;
5. Demonstrate knowledge of the role of English as a second language in bilingual education;
6. Demonstrate knowledge of the origins and current status of language varieties such as Black English and Chicano Spanish;
7. Demonstrate knowledge of psychological factors which affect first and second language acquisition and development;
8. Demonstrate knowledge of the role of language in the education of minority groups in the United States.

TED 5330 Single Subject Field Placement I

Initial Single Subject supervised placement wherein candidate assumes responsibilities consistent with department policies.

TED 5099 Classroom Computing (Clear Credential course)

11. Use ClarisWorks to create a whole-class presentation;
13. Plan instructional activities that use telecommunications to enhance the curriculum.

NHUSD Additions

Technology

- Demonstrate competency in the following Macintosh applications: a grading program, Student Profile and Attendance;
- Demonstrate competency in onLine conferencing.

Social Cultural Influences

- Recognize how gang cultural influences [influence] the learning process.

Meta-Cognition

- Reflect on classroom practices through participation in New Teacher Meetings.

TED Course Objectives

TED 5038 Multicultural Education

1. Define "culture," including different perceptions of culture, intragroup differences, the effect of physical geography on culture, and the phenomena of culture congruence;
2. Provide examples from cultural groups for each of the following manifestations of culture: social customs and mores, rituals and ceremonies, work and leisure systems, health and medicine, roles and status, family socialization, the arts, and communication systems;
3. Compare and contrast the educational systems among three cultural groups;
4. Demonstrate proficiency in the following data-gathering techniques for learning about students: observations, home visits, interviews;
5. Provide examples of each of the following aspects of cultural contact: assimilation, accommodation, acculturation, deculturalization, pluralism, biculturalism;
6. Explain the dynamics of prejudice, including: racism, ethnocentrism, stereotyping, and institutional racism;
7. Describe the historical patterns of cultural diversity in the United States and California, explaining the contributions and exploitation of cultural minorities;
8. Describe the historical patterns of migration and immigration of the United States and California, including "push/pull" causes, federal and state law, and resources available to immigrants;
9. Describe the current educational status of ethnic groups, such as immigrants from Mexico, Central and South America, Southeast Asia, and African-Americans;
10. State the principles of a culturally-responsive pedagogy including: teacher-student interaction, classroom organization, curriculum adaptation, parental involvement, and strategies of managing crosscultural contact.

TED 5301 Psychological Foundations in Secondary Education

15. Facilitate development of students' cognitive skills considering their diverse cultural, linguistic, racial, ethnic, and socio-economic backgrounds.

TED 5305 Social/Cultural Influences

5. Describe the major components of current state and federal law on the education of children with challenging conditions;
6. Discuss the influence of religious groups on the foundation of U.S. public schools, the historical status of religious minorities in U.S. secondary schools, and the current influences of religious groups on educational policy; and
7. Analyze the impact of social class on the quality of education in U.S. secondary schools.

TED 5318 Professional Responsibilities

5. Describe the impact of social, political, and economic issues on linguistically and culturally diverse groups.

TED 5320 Content Literacy

2. Demonstrate the ability to provide access to core curriculum textbooks and other reading material, adapting and relating it to student backgrounds and interest by using teaching strategies that are effective for all students.

TED 5317 Single Subject Specialty Methods

1. Use appropriate professional activities, professional journals, and/or associations to extend his or her knowledge base;
2. Develop a series of daily lesson plans placed in a logical sequence of instruction and learning;
3. Review the California State curriculum Framework appropriate to the candidate's teaching area;
4. Identify and discuss trends and practices in the curriculum of the subject candidate teacher;
5. Analyze resource materials from local, regional, and national source which relate to the candidate's teaching area, and indicate how they may be used;
6. Identify and use various teaching methods appropriate for candidate's subject area;
7. Explore and discuss controversial issues which are unique to the candidate's subject area;
8. Identify and explain different patterns of secondary organization and how the patterns influence the curriculum in the candidate's teaching specialty;
9. Use a variety of technologies when planning and developing a lesson;
10. Design lesson plans that involve the student in using technologies;
11. Discuss classroom problems related to teaching candidate's subject area; and
12. Use a variety of evaluation techniques appropriate to the candidate's subject area; and
13. Diagnose and prescribe appropriate learning experiences to meet individual differences;
14. Identify appropriate instructional strategies and materials for delivering core content to LEP students at the intermediate fluency level of English.

TED 5331 Single Subject Field Placement II

Continuation of initial Single Subject supervised placement wherein candidate assumes responsibilities consistent with department policies.

TED 5099 Classroom Computing (Clear Credential Course)

5. Use Hypercard's or HyperStudio's card, button, field, and paint features;
6. Design, create, and test a Hypercard or HyperStudio stack;
7. Identify areas in the curriculum where student-created Hypercard/HyperStudio projects would enhance the learning process.

NHUSD Additions

SPED Observations

- Compare and contrast one's own teaching practices with those of a Special Education classroom.

Career Planning

- Prepare a resume;
- Participate in an interview preparation workshop.

Teacher Preparation D—Spring Quarter

TED Course Objectives

TED 5301 Psychological Foundations in Secondary Education

6. Interpret scores on standardized tests (nature of standardized tests, strengths and weaknesses of different kinds of test scores, and validity);
7. Demonstrate an understanding of current thinking concerning the nature of intelligence and the strengths and weaknesses of tests of general intelligence;
8. Demonstrate an understanding of how social and cultural factors affect administration, interpretation, and use of standardized achievement and intelligence tests;
9. Identify the characteristics of valid and reliable classroom tests designed to assess his or her instruction and learn techniques for assessing the validity of such tests.

TED 5318 Professional Responsibilities

1. Describe the legal rights and responsibilities of teachers, students, and parents and relate that knowledge to practical issues;
2. Describe the "code of ethics for the teaching profession" and discuss ethical problems faced by teachers;
3. Reflect on the student teaching experience to make connections with the reform recommendations;
4. Read about and critique current issues and problems in education; and
6. Include selected course assignments and artifacts of instruction into a portfolio; and
7. Synthesize the five program domains (from student teaching objectives) by completing a portfolio.

TED 5320. Content Literacy

3. Motivate student interest in content literacy activities;
5. Demonstrate an understanding of the reading process and its application in content classes;
6. Plan a unit of instruction in a content area that includes activities which build vocabulary, strengthen reading comprehension, and develop study skills.

TED 5332 Single Subject Field Placement III

Concluding Single Subject supervised placement wherein candidate assumes responsibilities consistent with department policies.

TED 5099 Classroom Computing (Clear Credential Course)

4. Demonstrate a knowledge of current issues involved in the integration of technology in instruction.

NHUSD Additions

Observations

- Observe and reflect on a variety of District support systems, for example School Board, Supervision personnel, School psychologist.

Meta-Cognition

- Reflect on personal progress in each of the CSTP Standards.

Career Planning

- Portfolio Preparation. Create a Philosophy of Education page that is suitable for inclusion in any professional portfolio.

National Commission on Teaching & America's Future

Web site: http://www.tc.columbia.edu/~teachcomm

In September 1996, the National Commission on Teaching & America's Future proposed an audacious goal: By the year 2006, America will provide all students in the country with what should be their educational birthright—access to competent, caring, and qualified teachers. In pursuit of this goal, the Commission has launched a comprehensive effort to transform teacher development in order to enhance student academic achievement and has created a reform agenda for how to prepare, recruit, select, induct, and support excellent teachers in every classroom in America.

- **What Matters Most: Teaching for America's Future**

  The initial 1996 report in which the 26 members of the National Commission on Teaching & America's Future, after two years of study, articulated a vision of providing a competent, caring, and qualified teacher in every classroom and laid out a blueprint for recruiting, preparing, and supporting excellent teachers for America's schools.

FULL REPORT		SUMMARY REPORT		VIDEO		COMPLETE SET	
1–19	$18.00	1–19	$5.00	1–4	$15.00	1–19	$30.00
20–50	$15.00	20–50	$3.00	5–25	$10.00	20–50	$23.00
51–100	$12.00	51–100	$2.00	26+	$5.00	51–100	$18.00
101+	$10.00	101+	$1.00			101+	$15.00

FULL & SUMMARY SET: $20.00

- **Doing What Matters Most: Investing in Quality Teaching** by Linda Darling-Hammond

  The anniversary report released in November 1997 that reviews national, state, and local initiatives to improve teacher education and teaching quality. The report charts progress toward the goal of ensuring highly qualified teaching in every classroom and includes extensive national and state-by-state data.

  1–19 copies: $15.00 20–50 copies: $12.00 51–100 copies: $9.00 101+ copies: $7.00

- TWO-REPORT SET (**What Matters Most** and **Doing What Matters Most**): $28.00

- **Investing in Teacher Learning: Staff Development and Instructional Improvement in Community School District #2, New York City** by Richard Elmore

  In this monograph, co-published by the Commission and the Consortium for Policy Research in Education, Dr. Elmore describes and analyzes one school district's use of staff development to change instruction systemwide. This case study provides guidance to educators on the role that local school districts can play in systemic school improvement and how professional development can be used to connect reform policy to classroom practice.

  1–19 copies: $10.00 20–50 copies: $8.00 51–100 copies: $6.00 101+ copies: $5.00

- **New Haven Unified School District: A Teaching Quality System for Excellence and Equity** by Jon Snyder

  1–19 copies: $15.00 20–50 copies: $12.00 51–100 copies: $9.00 101+ copies: $7.00

The above publications may be ordered by phone, fax, or mail from:

National Commission on Teaching & America's Future
Kutztown Distribution Center
15076 Kutztown Road
P.O. Box 326
Kutztown, PA 19530-0326

Toll-free: (888) 492-1241; Direct: (610) 683-7341; Fax: (610) 683-5616

Orders can be prepaid by check, money order, or major credit card payable to the National Commission on Teaching & America's Future. Purchase orders are accepted from schools, colleges, universities, school districts and government agencies. NCTAF uses Teachers College EIN # 13-1624202. The prices above include regular shipping & handling; rush orders require an additional shipping charge or customer's FedEx or UPS account number. There is a discount for bookstore orders. Please fax questions to NCTAF's main office at (212) 678-4039.

March 1999

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").